



# Child Protection and Safeguarding

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Signed:

*David Buckle*

**Chair of  
Governors**

Date: **Sept 2019**



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## 1. Policy Statement and Principles

This policy is one of several documents written to provide information and guidance to ensure that everyone in our school takes responsibility for keeping everyone safe.

The school's safeguarding arrangements are inspected by Ofsted and relate to all aspects of school life, but particularly under the judgements for behaviour & safety and leadership & management.

Our core safeguarding principles are:

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole-school community of students, parents, staff, volunteers and governors will therefore be involved in policy development and review
- Policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to Children's Social Care immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the best interests of the child.

### Child protection statement

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect, radicalisation and/or extremism, and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and governors and are consistent with statutory guidance and those of the locally agreed multi-agency safeguarding arrangements put in place by Warwickshire Safeguarding (WS).

### Policy principles:

- Safeguarding is everyone's responsibility
- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All adults at the school are required to take all welfare concerns seriously and to encourage children and young people to talk to them about anything that worries them. Staff will always act in the best interests of children.



- Due to their day-to-day contact with pupils, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school.
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care and/or the Police immediately. **Anybody can make a referral.** If the child's situation does not appear to be improving, any staff member with concerns should press the Designated Safeguarding Lead (DSL) for re-consideration.
- If a member of staff remains concerned about a child, they can discuss their concerns with the headteacher, another DSL or contact the MASH Education Lead for additional advice as necessary (contact details in section 28 below).
- Students and staff involved in child protection issues will receive appropriate support.
- This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review. Representatives of the whole school community of students, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.

#### **Policy aims:**

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners
- To contribute to the school's safeguarding guidance

#### **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

**Extremism** is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.



**Staff** refers to all those working for or on behalf of the school, full-time or part-time, temporary or permanent, teaching or non-teaching, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

**MASH** refers to the Warwickshire Multi Agency Safeguarding Hub which can be contacted on 01926 414144.

## 2. Safeguarding Legislation and Guidance

**Academies, free schools, independent schools, alternative providers of education** - Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are students at the school.

- The **Teachers' Standards** state that teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties.
- The statutory guidance **Working Together to Safeguard Children (DfE 2018)** covers the legislative requirements and expectations of individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.
- The statutory guidance **Keeping Children Safe in Education (DfE 2020)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and student referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. and relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

All staff must read Part One of **Keeping Children Safe in Education 2020**. Staff can find a copy in school on our Virtual Learning Environment (Sharepoint) under Safeguarding. In addition, all staff who work directly with children must read Part Five and Annex A.



- What to do if you're worried a child is being abused 2015 - Advice for practitioners is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action (staff can find a copy of this in the safeguarding area on Sharepoint, on the safeguarding notice board in the staff room and in Appendix 14 of this policy)

## COVID-19

Keeping Children Safe in Education (DfE 2020) and this policy are to remain in force throughout the response to coronavirus (COVID-19). This policy has been updated in accordance with DfE advice published in July 2020 'Guidance for full opening: schools' - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>; and will be further updated when new and/or revised guidance is issued.

*This policy applies to children who are attending school and others who may be staying at and accessing learning from home because of COVID-19. Please refer to Appendix 3 for specific arrangements in relation to the safeguarding of children who are at home.*

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse. 23-40% of all alleged sexual abuse of children and young people is perpetrated by other young people, mainly adolescents. One child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

37% of female students and 6% of male students at mixed-sex schools have personally experienced some form of sexual harassment at school. 24% of female students and 4% of male students at mixed-sex schools have been subjected to unwanted physical touching of a sexual nature while at school. 14% of girls and 7% of boys report that their partner has pressured them to share nude images of themselves. Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online.

Due to their day-to-day contact with students, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

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### 3. Roles and responsibilities

#### Key personnel

**The senior designated safeguarding lead (Senior DSL) is Mrs V Domigan, Assistant Headteacher** Contact details: email: [contactus@highamlaneschool.co.uk](mailto:contactus@highamlaneschool.co.uk) tel: 02476 388123

**The deputy designated safeguarding lead is Mrs L Whitfield, Safeguarding Operational Lead.** Contact details: email: [contactus@highamlaneschool.co.uk](mailto:contactus@highamlaneschool.co.uk) tel: 02476 388123

#### **Other staff trained to undertake the functions of the designated safeguarding lead are:**

Mark Davies, Progress Leader  
Hayely Doyne-Ditmas, Assistant Head of Sixth Form  
Steve Emery, Progress Leader  
Vanessa Domigan, Assistant Headteacher  
Hanif Ladha, Assistant Headteacher (Head of Sixth Form)  
Emma Mitchell, CPSHE Subject Leader  
Iain Morris, Progress Leader  
Kate Nuttall, Behaviour Intervention Manager  
Donna Elliott, SEND Co-ordinator  
Leanne Whitfield, Student Support Office  
Debbie Worth, Student Counsellor  
Nicole Hemmings, Progress Leader

**All of the above can be contacted via email: [contactus@highamlaneschool.co.uk](mailto:contactus@highamlaneschool.co.uk) or tel: 02476 388123**

**The nominated child protection governor is Mr James Littlehales.** Contact details: email: [contactus@highamlaneschool.co.uk](mailto:contactus@highamlaneschool.co.uk) tel: 024 76 388123

**The Headteacher is Mr Phil Kelly.** Contact details: email: [contactus@highamlaneschool.co.uk](mailto:contactus@highamlaneschool.co.uk) tel: 024 76 388123

**The Chair of Governors is Mr David Buckle.** Contact details: email: [contactus@highamlaneschool.co.uk](mailto:contactus@highamlaneschool.co.uk) tel: 024 76 388123

All schools are required to appoint a member of the senior leadership team to co-ordinate child protection arrangements and to ensure that there are appropriate cover arrangements.

#### **The Designated Safeguarding Lead (DSL):**

- is a senior member of staff from the school's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- takes lead responsibility for safeguarding and child protection (including online safety) in the school, which will not be delegated although the activities of the Senior DSL may be delegated to appropriately trained deputies. The role and responsibility is explicit in the role holder's job description.
- is appropriately trained (including Prevent training), receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- acts as a source of advice, support and expertise to the school community



- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need; those with special educational needs; children who are looked after or were previously looked after; children who have a social worker and young carers and oversees the provision of effective pastoral support to all of those children, promoting their educational outcomes by sharing information about their welfare, circumstances and needs with teachers and other staff as appropriate
- Works closely with pastoral support staff; the SENCo; the designated teacher for children who are looked after or were previously looked after; staff with designated responsibility for promoting children's mental health and emotional wellbeing; the ICT lead and any ICT support staff; and school nurses in relation to safeguarding matters (including online and digital safety) and whether to make referrals to relevant partner agencies
- has a working knowledge of locally agreed multi-agency safeguarding arrangements put in place by WS.
- has an understanding of the early help process to ensure effective support, assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention
- keeps detailed and accurate written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the student's general file
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate; and, where a crime may have been committed, refers cases to the Police
- refers cases using the prescribed pro forma to Children's Social Care and the Prevent policing team for a joint assessment where there is a concern that a child is at risk of radicalisation; and to the Channel panel if subsequently advised to do so
- ensures that staff do everything they can to support social workers and contribute to assessments of children when Children's Social Care become involved
- notifies Children's Social Care if a child with a child protection plan is absent without explanation at intervals as defined in the plan
- ensures that, when a student under the age of 18 years leaves the school, all child protection records are passed to the new school (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the student's social worker is also informed
- considers whether to share any information about a child leaving the school with the receiving school/college/education provider in advance so that the receiving setting is appropriately informed in order to support the child as effectively as possible and plan for her/his arrival
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency exploitation meetings
- co-ordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- develops effective links with relevant statutory and voluntary agencies including Warwickshire Safeguarding.
- ensures that all staff sign to indicate that they have read and understand the Child Protection and Safeguarding Policy; the Staff Behaviour Policy (Code of Conduct); the Behaviour Policy; the School's safeguarding response to children who go missing from education; the role of the DSL (including the identity of the DSL and any deputies); and Part 1 of Keeping Children Safe in Education 2020 (and also Part 5 and Annex A of Keeping Children Safe in Education 2020 in relation to staff who work directly with children).
- ensures that all staff understand that if they have any concerns about a child's welfare, they should act on them immediately, either by speaking to the DSL (or a deputy) or, in exceptional circumstances, taking responsibility to make a referral to Children's Social



### Care

- ensures that all staff know how to make a referral as in sections 27-29 of this policy
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in sections 27-40 (pages 9-12) and Annex A of *Keeping Children Safe in Education 2018* (pages 75-87), ensuring that all staff receive necessary training, information and guidance
- understands the unique risks associated with online safety and ensures that staff are trained to have the requisite knowledge and up to date capability to keep children safe whilst they are online.
- understands the relevance of data protection legislation and regulations, especially the Data Protection Act 2018 and General Data Protection Regulation (GDPR) in respect of safeguarding children.
- ensures that the Child Protection and Safeguarding Policy and Procedures are regularly reviewed and updated at least annually, working with the whole school community of students, parents, staff, volunteers and governors and/or proprietors regarding this
- liaises with the nominated governor and headteacher (where the Senior DSL role is not carried out by the headteacher) as appropriate
- informs the headteacher of any serious safeguarding enquiries, especially under section 47 of the Children Act 1989 and any Police investigations (where the DSL role is not carried out by the headteacher).
- keeps a record of staff attendance at child protection training
- makes the child protection and safeguarding policy available publicly, i.e. on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- ensures that the school holds more than one emergency contact number for every student.
- ensures that the headteacher is aware of the responsibility under Working Together 2015 to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority (see section 3 for contact details) within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.

### **The Deputy Designated Safeguarding Lead(s)**

is/are appropriately trained to the same standard as the DSL and supports the DSL with safeguarding matters as appropriate. In the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. The role and responsibility is explicit in the role holder's job description. In the event of the long-term absence of the DSL, the deputy will assume all of the functions of the DSL as above.

### **The governing body:**

Ensures that the school:

- appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training
- ensures that the DSL role is explicit in the role holder's job description (and also the job description of any Deputy Designated Safeguarding Leads) and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- ensures that the DSL or a Deputy DSL is always available during school or college hours for staff to discuss any safeguarding concerns. The DSL or a Deputy DSL will generally be expected to be available in person but in exceptional circumstances availability will be



via telephone and/or Skype or other such media.

- ensures that the DSL or a Deputy DSL is always available at least via telephone or other media as above during any out of hours/out of term school activities.
- Ensures that the school/college has a Child Protection Policy and Procedures, including a Staff Code of Conduct, that are consistent with local safeguarding partnership and statutory requirements, reviewed annually and made available publicly on the school's website or by other means
- Ensures that the school/college has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the headteacher and allegations against other children
- follows safer recruitment procedures that include statutory checks on the suitability of staff to work with children and disqualification by association regulations
- develops an induction strategy that ensures all staff, including the headteacher, and volunteers receive information about the school's safeguarding arrangements, Staff Behaviour Policy (Code of Conduct) and the role of the DSL on induction
- develops a training strategy that ensures all staff, including the headteacher, and volunteers receive appropriate and regularly updated safeguarding and child protection training and updates as required (at least annually) to provide them with the relevant skills and knowledge to safeguard children effectively in line with any requirements of WS. The training strategy will also ensure that the DSL receives refresher training and regular updates as defined under the DSL's duties above.
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's child protection and safeguarding policy and Staff Behaviour Policy (code of conduct) before they start work at the school
- appoints a designated teacher to promote the educational achievement of children who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales; and ensures that the designated teacher has appropriate training
- ensures that the school/college contributes to inter-agency working and plans
- ensures that the school/college provides effective pastoral care and participates in the early help Pathway to Change process and offers to initiate Early Help for students with additional needs in order to provide a co-ordinated offer of early help
- teaches students about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.

The governing body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the headteacher.

The governing body also identifies a named governor to take leadership responsibility for the school/college's safeguarding arrangements. That governor will maintain regular contact with the DSL and will ensure that the governing body receives regular reports about safeguarding activity at the school/college.

It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local safeguarding partnership and national guidance.

The School will submit a response to WS's annual schools' safeguarding audit. This will highlight how the governing body's duties have been carried out. An action plan will be drawn up and any weaknesses will be rectified in accordance with that plan.

#### **The Headteacher:**



- ensures that the Child Protection Policy and Procedures are understood and implemented by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the Senior DSL and deputies to carry out their roles effectively, including the assessment of students and attendance at strategy discussions and other necessary meetings
- supports the designated teacher for looked after children to promote the educational achievement of any students who are looked after by the Local Authority and who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- ensures that all staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedure
- ensures the culture of the school supports the provision of effective pastoral care and early help
- ensures that staff do everything they can to support social workers when Children's Social Care become involved
- ensures that students are provided with opportunities throughout the curriculum to learn about safeguarding and how to keep themselves safe at all times, including when online, as part of a broad and balanced curriculum.
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority within one working day prior to any internal investigation
- ensures that anyone who has harmed or may pose a risk of harm to a child is referred to the Disclosure and Barring Service, as advised by the Designated Officer.
- appoints a case officer who will be a member of the senior leadership team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

#### **4. Good practice guidelines and Staff Code of Conduct**

To meet and maintain our responsibilities towards students, we identify standards of good practice and set out our expectations of staff in the Staff Behaviour Policy, which all members of staff and volunteers are required to read and sign before starting work in the school. In summary, our expectations of staff include:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour and mental health difficulties may be an indicator of abuse
- reading and understanding the School's Child Protection Policy, staff behaviour policy (code of conduct) and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, criminal and sexual exploitation, extremism, online safety and information-sharing
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid



- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- not participating in, tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; and
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment, such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and WS guidance
- referring all concerns about a student’s safety and welfare to the DSL, or, if necessary directly to police or Children’s Social Care
- following the school’s rules with regard to relationships with students and communication with students, including on social media.
- referring all allegations against members of staff, volunteers or other adults that work with children and any concerns about breaches of the Staff Behaviour policy directly to the headteacher; and any similar allegations against or concerns about the headteacher directly to the chair of governors.

## **5. Abuse of trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

The School’s Code of Conduct sets out our expectations of staff and is signed by all staff members.

## **6. Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child’s personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our students receive equal protection, we will give special consideration to children who are:

- disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers



- looked after by the local Authority or otherwise living away from home or were previously looked after
- in receipt of support and services from a social worker
- vulnerable to being bullied, or engaging in bullying
- living away from home or in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE) and/or child criminal exploitation (CCE)
- are at risk from or are involved with serious violent crime
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children and parents/carers with communication needs.

## **7. Children with special educational needs and disabilities or have mental health needs**

Children with special educational needs (SEN), disabilities or who have mental health needs can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability or mental health issues without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming those barriers

Staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded; and are aware that mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff are not expected or trained to diagnose mental health conditions or issues but they will record and report any concerns about a child's mental health to the DSL as with any other safeguarding concern, recognising that mental health concerns may be an outcome and/or indicator of wider safeguarding issues and concerns.

## **8. Early Help and use of the Pathway to Change process**

The school recognises that providing timely pastoral support and early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Keeping Children Safe in Education 2020 emphasises that all staff should be aware of the early help process and understand their role in it. All school staff are therefore trained and required to notice any concerns about children which may help to identify that they would benefit from early help; to record those concerns using Green forms (see section 21 below); and to share their



concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns.

Early help might be simple pastoral support and something the school is able to address with parents so that the child's needs are met quickly and easily. The school will keep a record of any such help using the 'Pre Early Help Assessment Action Plan' to record clear targets, actions for all parties including parents/carers and progress, using WCC Pathway to Change documentation as appropriate.

It may become necessary to take some time with parents to understand a child's needs and circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond the school. Where the school has identified that a structured assessment would benefit a child in order to determine how best to meet their needs and support their family; or where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police) and her/his parents' consent, the school will use the Early Help Pathway to Change process to identify what help the child and family require to prevent the child's needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

If early help is appropriate, the Designated Safeguarding Lead (or Deputy DSL) will generally lead on liaising with other agencies and setting up an Early Help Pathway to Change process as appropriate. Other staff may be required to work directly with pupils and their families and to support other agencies and practitioners in an Early Help Pathway to Change process, in some cases acting as the lead professional. The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help when that is appropriate, using the Early Help Pathway to Change process; and
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
- has returned home to their family from care;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified in section 6 above.



The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. Young people in secondary schools may consent to early help possibly including an Early Help Pathway to Change process in their own right, subject to Information Sharing Guidance. The school should seek advice from an Early Help Officer or the MASH Education Lead in those circumstances. The Early Help Pathway to Change process must involve the child and family as well as all the practitioners who are working with them.

The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, the school will seek the parents' consent to a referral to a multi-agency Locality Panel in order to address the child's needs. Alternatively, a referral to Children's Social Care may be necessary.

## **9. Attendance**

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we address poor or irregular attendance without delay, working in partnership with Warwickshire County Council Attendance, Compliance and Enforcement (ACE) Service when the patterns of absence are of concern. Our Attendance Policy is set out in a separate document and is reviewed regularly by the governing body.

## **10. Children Missing from Education (please also see Attendance Policy and appendix 14)**

The school operates in accordance with statutory guidance Children Missing Education (DfE 2016) -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, radicalisation or mental health problems. Staff will also be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage.

Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.

Attendance, absence and exclusions are closely monitored. All staff are informed as part of their induction about the procedure for reporting and taking action when children do not arrive for school and/or do not attend regularly. The DSL will monitor unauthorised absence and take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.



Where a student has 10 consecutive school days of unexplained absence and all reasonable steps\* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Warwickshire County Council 's Education and Learning Business Unit at 01926 742036 or via e mail to [cme@warwickshire.gov.uk](mailto:cme@warwickshire.gov.uk).

\*Reasonable steps include:

- Telephone calls to all known contacts. Parents are asked to provide a minimum of two emergency contacts in the event of children not arriving at school without prior notification and also for other emergency purposes.
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other Service known to be involved with the student/family
- All contacts and outcomes will be recorded on the student's file

The school is required by law to have an admission register and, with the exception of schools where all students are boarders, an attendance register. All students must be placed on both registers.

The school is required to inform the Local Authority when they are about to remove a student's name from the school admission register at non-standard transition points irrespective of the reason. The Local Authority may also require the school to provide information about students who are going to be removed from the register at standard transition points.

We will inform the local authority that we plan to take a child off roll when they leave school to be home educated; move away from the school's location; remain medically unfit beyond compulsory school age; are in custody for four months or more (and will not return to school afterwards); or are permanently excluded.

The school will also notify the local authority within five days of adding a student's name to the admission register at a non-standard transition point. The Local Authority may also require the school to provide information about students added to the register at a standard transition point.

It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Upon receipt of a referral from the school, the Local Authority will continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. the MASH, Health services, Housing services. If this also fails to establish the student's whereabouts, the school will be informed by email and may then, but not before, remove the student from roll and place the child's name on the School to School database, entering XXXXXXXX in the box for destination. This will place the student on the list of Children Missing from Education.

Deletions from roll agreed with the Local Authority will normally be backdated to the first day of absence.



If the Local Authority is able to contact the student and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the student has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Students leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database using MMMMMMM in the destination box. This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and students moving into Home Education. The latter will be formally notified to the Elective Home Education Service by the school as soon as written confirmation is received from the parent(s).

If no confirmation is received the above Missing Children procedures will apply.

We will ensure that pupils who are expected to attend the school but fail to take up the place are referred to the Local Authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

## **11. Children who run away or go missing from home or care**

The school/college recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Keeping Children Safe in Education 2020 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity.

RHI's are undertaken by professionals who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to an RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school day are utilised.

When necessary and in conjunction with the Local Authority, the school will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school site



for the interview to take place.

The school will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in an RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the school will contact the parent/carer and seek to secure their consent.

Parents/carers may also choose to accompany their son/daughter in interviews and the school will facilitate that as appropriate.

## **12. Helping children to understand and recognise risk and identify available support**

Keeping Children Safe in Education 2020 requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online safety, as part of providing a 'broad and balanced curriculum'.

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) programme; sex and relationships lessons; and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter, recognise when they are at risk and with the support of staff work out how to get help when they need it and how risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting' (please refer to Youth produced sexual imagery ('sexting') in section 31 below).

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser



guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving 13 year olds will therefore be referred to the Police.

(Please also refer to 'Youth Produced Sexual Images' section below and Appendix 7 of the Mobile Phone/Electronic Devices Policy including sexting)

We have adopted parts of the Doing It programme for Year 9 & 10 Relationships schemes of learning in CPSHE. It is intended to address the issues of consent, abstinence, positive relationships, contraception, STI's and signposting for help. The schemes of learning also cover young parenting and the pressures associated with it.

We have also adopted Real Love Rocks across Year 8. There are 8 lessons which follow the Barnardos designed resources. Issues addressed include consent, grooming, positive & negative relationships personal safety including online safety and abuse.

These lessons are taught by form tutors in a designated CPSHE session.

Children are also taught about online safety, fundamental British Values, grooming, how to stay safe from all forms of bullying, child criminal and sexual exploitation which include issues of informed consent, sexting, drugs and alcohol, risks associated with gang activity, risks associated with county lines. FGM, Forced marriage, human trafficking and ethical issues such as organ donation and euthanasia are also covered in the CPSHE curriculum.

The Prevent strategy is also addressed in Key Stage 3 & 4 with lessons on extremism, terrorism and radicalisation delivered by our staff to our students in CPSHE.

We also run, where possible, theatre productions on key issues, such as CSE, personal safety, bullying and the dangers of alcohol. We have close links with the local police who offer services linked to sexting, hate crime and anti social behaviour. Furthermore we have a designated Street Aware officer who delivers up to date drug education to all students and a designated Road Safety officer who highlights personal safety with regard to travel to years 7, 10 & 11 and Sixth Form.

### **13. Support for students, families and staff involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support students, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact
- Where a member of staff is the subject of an allegation made by a student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely



- offering details of helplines, counselling or other avenues of internal/external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- cooperating fully with relevant statutory agencies.

#### **14. Complaints procedure**

Our complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a student or attempting to humiliate them, bullying or belittling a student or discriminating against them in some way, or attempting in any way to radicalise or indoctrinate them. Complaints are managed by the Headteacher, other members of the senior leadership team and governors. An explanation of the complaints procedure is included in the safeguarding information for parents and students.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

#### **15. Staff reporting concerns about a colleague or other adult who works with children (Whistleblowing)**

Staff who are concerned about the conduct of a colleague - including visiting practitioners and volunteers - towards a student are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **Whistleblowing** Policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's staff behaviour policy (Code of Conduct) – to the Headteacher and/or the Senior DSL; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school. Staff should record any such poor practice or possible child abuse by colleagues or other adults who work with children in the pro forma 'Logging A Concern about the behaviour of an adult who works with children', also known as the 'Yellow form'. All such forms should be passed directly to the Headteacher. Alternatively, staff are free to approach the Headteacher directly to discuss their concerns.

Concerns or complaints about the Headteacher should be reported to the chair of governors, whose contact details are displayed in the staff room (and in the staff handbook and in information for temporary staff) for any member of staff to use in such an instance. The yellow form should also be used for that purpose as above.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action to safeguard children.



Staff can also contact the Designated Officer in the Local Authority (Tel: 01926 743433), who is responsible for the co-ordination of responses to allegations against people who work with children (see contact and referral details in section 16 below). The designated officer's contact details are displayed on the safeguarding notice board in the staff room..

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 between 8.00a.m. and 8.00p.m. Monday to Friday or e mail [help@nspcc.org.uk](mailto:help@nspcc.org.uk). Information is also available on the NSPCC website at <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>.

Contact numbers for Children's Social Care, the Police and the LADO and the NSPCC whistleblowing helpline are all displayed in the staff room.

## **16. Managing Allegations against staff**

When an allegation is made against a member of staff, set procedures must be followed.

A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Even so, we must accept that some practitioners do pose a serious risk to students and we must act on every allegation. The full procedures for dealing with allegations against staff can be found in Part 4 of Keeping Children Safe in Education 2020 and para 1.14 of the WS inter-agency safeguarding procedures Allegations Against Staff or volunteers – <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected. In the event of suspension, the school will provide support and a named contact for the member of staff.

**As stated above, all allegations against staff should be reported to the Headteacher. Allegations against the Headteacher should be reported to the chair of governors.**

**Staff may also report their concerns directly to the Police or Children's Social Care via the MASH if they believe direct reporting is necessary to secure action.**

The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education (DfE, 2020)* and the WS inter-agency safeguarding procedures, *Allegations Against Staff or Persons in Positions of Trust* - <https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/interagency-safeguarding-procedures>. Both of these documents can be found on the school website.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.



In accordance with *Keeping Children Safe in Education 2020*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

As required by *Keeping Children Safe in Education 2020*, all allegations in respect of an individual who works at the school that fulfil any of the following criteria will be reported to the Designated Officer in the Local Authority (LADO) within one working day:

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

The Designated Officer's contact number is 01926 745376. Referrals to the Designated Officer should be submitted on a PoT MARF form and sent to [lado@warwickshire.gov.uk](mailto:lado@warwickshire.gov.uk).

NB it is the Headteacher/Principal's responsibility to contact and refer to the Designated Officer when necessary. The only exception is when the allegation is against the Headteacher/Principal, in which instance the nominated governor will undertake that responsibility.

## 17. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse, neglect, exploitation and radicalisation and to know what to do if they have a concern.

New staff, governors who will have direct contact with children and volunteers will receive an explanation during their induction which will include:

- the school's child protection and safeguarding policy
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the Staff Behaviour Policy (code of conduct)
- the identity and role of the DSL and all Deputy DSLs
- the school's behaviour policy
- the school's safeguarding response to children who go missing from education.

All of the above will be explained **before** a new member of staff, governor or volunteer has direct contact with children in school.

Information about the school's Child Protection Policy and Staff Behaviour Policy (Code of Conduct) will be sent with the letter confirming an appointment with a written requirement that the individual reads this as soon as they start work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.



All staff, including the headteacher, volunteers and governors will receive appropriate and regularly updated safeguarding and child protection training and thematic updates as required (at least annually) during inset days and regular discussions at staff meetings, to provide them with the requisite skills and knowledge to safeguard children effectively in line with statutory guidance and any requirements of the local safeguarding partnership. Monthly staff briefings will also allow staff to be updated with procedures and concerns.

The DSLs will attend training for newly appointed DSLs and refresher training every two years delivered by Warwickshire County Council's Education Safeguarding Service. That training will include up to date information about local safeguarding partnership inter-agency procedures. In addition, the DSL will update their knowledge and skills at least annually to keep up with any developments relevant to their role and will be supported to access inter-agency training as part of their continuing professional development.

All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, child criminal exploitation, county lines activity, peer on peer abuse, sexual harassment and sexual violence in school, extremism, so-called honour based abuse including female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.

In addition, the headteacher (and/or other school leaders as appropriate) and at least one governor (usually the chair) will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors who have attended safer recruitment training within the past three years.

Supply staff and other visiting staff will be given the school's Visitors' Information Leaflet by Reception staff when they first arrive at the School.

## **18. Safer recruitment**

Our school endeavours to ensure that we do our utmost to employ only 'suitable' staff and allow only 'suitable' volunteers to work with children by complying with the requirements of *Keeping Children Safe in Education (2020)*, together with the school's and the WS *Safer Recruitment* policies. (please see appendix 11).

Safer recruitment means that applicants will:

- complete an application form which includes their employment history and explains any gaps in that history
- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include
  - an enhanced DBS check and a barred list check for those including unsupervised volunteers engaged in Regulated Activity;
  - an enhanced DBS check without a barred list check for all volunteers not involved in regulated activity but who have the opportunity of regular contact with children;
  - an enhanced DBS check for all governors (not including associate members), which will only include a barred list check for governors involved in regulated activity.
- if offered employment, provide evidence of their right to work in the UK



- be interviewed by a panel of at least two school leaders/governors, if shortlisted.

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of Regulated Activity can be found in Part 3 of Keeping Children Safe in Education 2020.

The school will also:

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
- ask at least one value-based question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- check that an applicant for a management position is not the subject of a section 128 direction made by the Secretary of State prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school because a person subject to any such prohibition or restriction is disqualified from being a governor.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Staff Behaviour Policy (code of conduct), other issues as in section 17 of this policy and identification of their child protection training needs.

All staff sign to confirm they have received a copy of the Child Protection Policy and Staff Behaviour Policy (code of conduct).

The school obtains written confirmation from supply agencies and third-party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly; and that those individuals are suitable to work with children.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of Keeping Children Safe in Education 2020 and guidance issued by Warwickshire County Council.

### **Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Part 3 of Keeping Children Safe in Education 2019.

### **Governors**

All governors will be the subject of Enhanced DBS checks as defined in Keeping Children Safe in Education 2019.



### **Volunteers**

Volunteers will undergo checks commensurate with their work in the school and contact with students. Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised or be allowed to engage in Regulated Activity.

### **Supervised volunteers**

Volunteers who work only in a supervised capacity and are not in Regulated Activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school's risk assessment process and statutory guidance.

### **Contractors**

The school checks the identity of all contractors and their staff on arrival at the school and requests DBS checks where appropriate. As required by statutory guidance, where contractors and/or their staff are engaged in Regulated Activity, barred list checks are also requested. Contractors and any of their staff who have not undergone checks will not be allowed to work unsupervised or in Regulated Activity.

## **19. Site security**

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **20. Behaviour Management**

Our Behaviour for Learning Policy is set out in a separate document and is reviewed regularly by the governing body. It is shared with staff before they start working with children as part of their induction. The policy is transparent to staff, parents and students.

Keeping Children Safe in Education 2020 highlights that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The school operates in accordance with Warwickshire County Council's Guidance on the Use of Force and Physical Intervention, which highlights that staff should deploy every possible strategy to prevent the need for physical intervention. Those strategies would include de-escalation whenever there is a threat of violence or aggression towards an individual or property; communicating calmly with children; using non-threatening verbal and body language; helping children to recognise their own 'triggers' and 'early warning signs', and distracting or helping children to see a positive way out of a difficult situation.

However, the school supports staff to intervene physically and to use reasonable force when all of those strategies are unsuccessful in calming a situation; and a risk of physical harm to other children, adults or the child her/himself, serious damage to property or serious disruption to the school remains. Staff should always be able to demonstrate that any such



intervention is reasonable, proportionate and necessary in the circumstances, is used for the shortest possible period of time, deploys the minimum force that is necessary and is never used as a sanction.

### **Searching**

In accordance with DfE guidance Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies

([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching\\_screening\\_and\\_confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)), school staff can search a pupil for any item if the pupil agrees. The Headteacher and any member of staff authorised by the Headteacher also has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the student may have one or more of the following prohibited items in their possession: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; indecent images of children; any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the student).

The Headteacher and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item they consider harmful or detrimental to school discipline.

In the event that a member of staff suspects that a confiscated device contains indecent images of children, they will pass the device to the DSL and will not examine the device themselves. The DSL will take advice from the Police and/or the MASH before examining the device – see 'Viewing the Imagery' on page 49 below.

## **21. Record Keeping**

The school will maintain safeguarding (including early help) and child protection records in accordance with the guidance document Child Protection Record Keeping Guidance.

In accordance with that guidance, the school will:

- keep clear, detailed, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately;
- keep records in a meticulous chronological order, either on paper or electronically;
- ensure all safeguarding records are transferred - separately from the child's main pupil file - to the receiving school, college or other education establishment when a pupil moves. The DSL will do this as soon as possible, ensuring secure transit, and will ensure that confirmation of receipt of the records is obtained.
- the DSL will also consider whether it is appropriate to share any information with a child's receiving school/setting in advance of the child leaving so that the receiving school/setting is able to support the child as effectively as possible and plan for her/his arrival.
- ensure that incoming safeguarding records are brought to the attention of the DSL, Deputy DSLs and other key staff such as the SENCO when a child transfers in from another school/setting.



Safeguarding and child protection records will be maintained independently from the student's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and school leaders who need to be aware.

The recommended format for all staff in schools to record any safeguarding or child protection observations or concerns about a child is our pro forma *Logging A Concern About A Child's Safety and Welfare* also known as the 'Green form'. The same format will be used by staff to record and report and observations or concerns that suggest a child might benefit from early help.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version, but it is most important that **one consistent system for the recording of concerns is readily accessible to every member of staff irrespective of role and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records form a part of a child's pupil record, which parents ordinarily have a right to see. Any pupil or parent wishing to access the pupil's child protection records will need to submit a request to the school for consideration. Access to the record will then be arranged but records may be redacted in line with the requirements of the General Data Protection Regulation (GDPR) if releasing information would place the child, or any other person, at risk of significant harm.

The Data Protection Act 2018 and General Data Protection Regulation (GDPR) 2016 does not prevent school staff from sharing information with relevant agencies without the consent of parents, where that information may help to protect a child.

## **22. Confidentiality and Information Sharing**

The School will manage and share confidential information about children in line with Information sharing – Advice for practitioners providing safeguarding services to children, young people parents and carers (HMG 2018). All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

The Data Protection Act 2018 (DPA) and the GDPR place duties on the school and individual staff to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, neither the DPA nor the GDPR prevent or limit the sharing of information for the purposes of keeping children safe. Keeping Children Safe in Education (DfE 2020) states clearly that "Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare and protect the safety of children".



Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL, Deputy DSL or another DSL, another SLT member or outside agency as required (e.g. MASH Education Lead).

It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Headteacher or – in the case of concerns about the Headteacher – to the chair of governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

**Keeping Children Safe in Education 2020 emphasises that the DSL or a deputy DSL should always be available to discuss safeguarding concerns but in exceptional circumstances where neither the DSL nor an appointed deputy DSL are available, that should not delay appropriate action being taken and staff should speak to a member of SLT or take advice from Children's Social Care if they are concerned about a child.**

The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the DSL and data protection officer.

Information sharing will take place in a timely and secure manner and where:

- it is necessary and proportionate to do so; and
- the information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share.

All staff must be aware that they cannot promise a child/parent to keep secrets.

Child protection information will be stored separately from the student's school file and the School file will be 'tagged' to indicate that separate information is held. All safeguarding and child protection information will be handled in line with the principles of the Data Protection Act 2018, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure

Our Green Record of concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only



made available to relevant individuals.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the student and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Headteacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

### **23. Extended school and off-site arrangements**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. When our students attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection and whistleblowing arrangements are in place.

Where extended school activities are provided by and managed by the school, the school's child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

### **24. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect students we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure students are appropriately dressed; and
- encourage students to tell us if they are worried about any photographs/images that are taken of them.



Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible
- if it is necessary to name children, use first names rather than surnames
- if children are named, avoid using their image
- establish whether the image will be retained for further use, where and for how long
- ensure that images are stored securely and used only by those authorised to do so.

For the protection of students and staff, only school owned equipment will be used to record and store images taken by staff or volunteers on the school site or during offsite school activities including residential visits.

Parents are welcome to take still photographs of their own children only during school activities, subject to other restrictions notified to parents in advance in writing or verbally (e.g. parents may be asked not to take photographs during concerts/performances in order not to distract children who are performing or other audience members). Parents must not publish (including on social media) photographs of other children inadvertently captured during school events without the express permission of the parents of those children.

Parents are welcome to video record their own children only during school activities, subject to the same terms and conditions as for photographs above.

Visiting practitioners who work directly with children are subject to the same restrictions as school staff and volunteers in respect of recording and storing images of children. However, some visiting professionals are permitted to record images of the premises only specifically for professional purposes and in order to support the school, e.g. professionals providing advice or preparing quotations for work such as maintenance, health and safety and building.

## 25. Online Safety

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm through child criminal and sexual exploitation; county lines activity; radicalisation; sexual predation and cyber bullying.

The breadth of issues within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.



The school's **Online Safety Policy** (available on the school's website and in the safeguarding drawers on Sharepoint for school staff) explains how we try to keep students safe in school. This includes assemblies on online safety and lessons in CPSHE. Cyberbullying and sexting by students, via texts and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying and sexting procedures (See section 24 – Sexting Procedure, Appendix 7 of the Mobile Phone/Electronic Devices Policy and school Anti-Bullying Policy). The school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material.

Serious incidents may be managed in line with our Child Protection Procedures.

All staff receive online safety training and are trained to be vigilant about and to report any concerns about risk to children online in the same way that they notice and report offline concerns.

[Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures \(see 'Youth produced sexual imagery \('sexting'\) in section 31 below\). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.](#)

The school's online safety co-ordinator is Judith Dixon

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Many students own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Please see Student Organiser pages 29 – 35 and Cyber Smart page. Staff also receive advice regarding the use of social networking and electronic communication with students – this can be found at the back page of the Staff Planner.

The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe online.

### **Safeguarding pupils in online learning and communication between staff and students**

Where school staff are delivering lessons online or virtually (e.g. to children unable to attend school due to COVID-19 or ill health), all such lessons will be delivered in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies. This will ensure that the school's filtering and monitoring software is enabled.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [guidance from the UK Safer Internet Centre on safe remote learning](#) and [London Grid for Learning on the use of videos and livestreaming](#).

Staff will always use school/service owned devices and accounts for the delivery of online/virtual lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used subject to data protection and retention/storage guidelines. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.



When delivering online/virtual lessons on a one-to-one basis or communicating with vulnerable children who are not attending school via video chat, staff will speak to parents/carers before lessons/conversations commence and when they finish before logging off.

The school will request and obtain written consent from parents/carers including consent to record lessons and video conversations before staff communicate with children online.

It is important that all staff who interact with children online continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record any concerns to the DSL in the normal way. The DSL will respond to any such concern as they would any other safeguarding concern.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Online/virtual lessons should be timetabled and the headteacher or DSL will be able to drop into any virtual lesson at any time – the online version of entering a classroom for pupil/student welfare and safeguarding purposes. Staff delivering online/virtual teaching will be expected to display the same standards of dress and conduct that they would when working face to face in school, modelling appropriate behaviour and presentation to pupils/students and parents.

Below are other issues that staff need to take into account when delivering online/virtual lessons or communicating with children online, particularly where webcams are used:

- Staff and children must be fully dressed and wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example not in bedrooms; and the background should be blurred. If it is not possible to blur the background, staff must consider what children can see in the background and whether it would be appropriate in a classroom. This includes photographs, artwork, identifying features, mirrors etc.
- Staff will ensure that resources and videos used are age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content.
- Live classes should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes will be kept to a reasonable length of time so that children do not have too much screen time and in order to minimise disruption for the family.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils/students
- Staff should record the length, time, date and attendance of any sessions held.

Staff members delivering lessons or communicating with children online/virtually will raise any issues in respect of inappropriate dress, setting, behaviour etc with the child and/or parent immediately and will end the online interaction if necessary. Any such incident will be recorded and reported to the DSL.

If a staff member believes that a child or parent is recording a lesson or conversation without prior consent, the lesson will be brought to an end or the child will be logged out immediately.



In **rare and exceptional circumstances** where staff urgently need to contact a pupil or parent by telephone and do not have access to a school-owned device, they will discuss this with a senior member of staff. If it is agreed there is no alternative to using a personally owned device, staff members will always use 'caller withheld' to ensure the pupil and/or parent is not able to identify the staff member's personal contact details.

Staff also receive advice regarding their personal online activity, use of social networking and electronic communication with students, about which there are strict rules. Please see the Staff Code of Conduct and WCC's Staff and Governor Use of Social Networking and Internet Sites; WCC model staff behaviour policy. Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and/or may be subject to disciplinary action.

## **26. Child protection procedures**

### **Recognising abuse**

To ensure that our students are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment of children. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by adult men or women or by other children or young people. Staff are trained to understand and recognise indicators of all four categories of abuse as defined below.

Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.**

### **Physical abuse**

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as 'fabricated or induced illness').

### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or



hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying and bullying through radicalisation and/or extremism), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 31).

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- b) protect a child from physical and emotional harm or danger;
- c) ensure adequate supervision (including the use of inadequate care-givers); or
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from Keeping Children Safe in Education (DfE, 2020)

### **Indicators of abuse**

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused, neglected or exploited may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming



- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school, arrive late or leave the school for part of the day
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report their concerns – they do not need 'absolute proof' that the child is at risk.**

### **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by one or more of the following: anxiety, depression or other mental health difficulties, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships, unfulfilled potential and long-term physical health difficulties.

### **Taking action**

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here". When concerned about the welfare of a child staff should always act in the best interests of the child.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Green form; and
- seek support for yourself if you are distressed or need to debrief.



### **If a member of staff or volunteer is concerned about a student's welfare**

There will be occasions when staff may suspect that a pupil may be at risk without unequivocal evidence. The pupil's behaviour may have changed, their artwork could be unusual or bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. Staff are encouraged and supported to ask pupils if they are OK, if there is anything the child would like to talk to them about and if they can help in any way. Staff are trained to do this by asking appropriate open questions which do not lead the child in any particular direction but invite the child to talk about anything if they wish to.

Staff should use the same record of concern form the Green Form to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the student, if the member of staff remains concerned, they should discuss their concerns with the DSL.

### **If a student discloses to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware what is happening is abusive.

If a student talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the student know that they must pass the information on** – staff are not allowed to keep unsafe secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately the student may think that they do not want to listen but if left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with students staff will:

- allow the child to speak freely
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – 'I'm glad you told me/Thank you for telling me'; 'You're doing very well'; 'I believe you'; 'What happened to you is not your fault/It's not your fault'; 'I'm going to do what I can to help you'
- not be afraid of silences – staff must remember how hard this must be for the student
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student's mother think about it;
- at an appropriate time tell the student that in order to help them, the member of staff must pass the information on and explain to whom and why
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the student what will happen next.



- Let the student know that someone (either the member of staff or another named person e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL (or Headteacher if the child has made an allegation against a member of staff)
- write up their conversation as soon as possible on the **green referral form** and hand it to the DSL (or Headteacher if the child has made an allegation against a member of staff); and
- seek support if they feel distressed.

#### Procedures:

1. Anyone who receives a disclosure of abuse, an allegation of abuse or who suspects that abuse may have occurred must report it immediately to the Senior DSL (Mrs V Domigan), the Deputy DSL (Mrs L Whitfield) or one of the safeguarding team. In an emergency take the action necessary to help the child, for example call 999. Staff should be aware of the difference between a concern and a situation where a child is in immediate danger or is at risk of harm. In cases of immediate danger, a referral to the Senior DSL or Deputy DSL must be made immediately. In their absence, another DSL must be contacted immediately.
2. A green form should be completed as soon as possible (within 24 hours). Staff should not start their own investigation.
3. It is important to remember that any member of staff can refer their concerns to the MASH directly. Staff must take further action if they feel the school has not acted appropriately or robustly to safeguard a child. Seek support for yourself if you are distressed or need to debrief.
4. The Senior DSL and/or Deputy DSL will refer cases where other help/support is required to the appropriate agency/body. A member of the safeguarding team will also be assigned to the case.
5. The DSL (or one of the safeguarding team) will immediately refer cases of suspected abuse or an allegation of abuse to the MASH or other relevant investigating agency by telephone or e-mail. Where the allegation is against a member of staff, the Headteacher must first be informed.
6. If the DSL (or one of the safeguarding team) is unsure about whether a formal referral should be made or has a general concern about a child's health or development, advice should be sought from the MASH or the Warwickshire Safeguarding Board.
7. whom we have concerns and where there is likely to be multi-agency working
8. In addition to working with the DSL, staff may be asked to support Social Care/Police to take decisions about individual students. If there is a safeguarding concern and Police/Social Services wish to interview a child, a member of the safeguarding team will sit in as an appropriate adult. The school will follow the advice of the Police or Social Services regarding informing parents of the interview.

#### **Notifying parents**

The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

Our focus is the safety and wellbeing of the student. Therefore if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care.

#### **27. Making a referral to Children's Social Care**

Keeping Children Safe in Education 2020 emphasises that the DSL (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to



advise on the response to safeguarding concerns. The DSL will make a referral to Children's Social Care (and if appropriate the Police) if it is believed that a student is suffering or is likely to suffer significant harm.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Keeping Children Safe in Education 2020 also emphasises that **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

## **Statutory assessments**

### **Children in need**

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

### **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

## **28. Submitting child protection referrals**

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at [mash@warwickshire.qcsx.gov.uk](mailto:mash@warwickshire.qcsx.gov.uk). The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH on 01926 414144. This should be followed by submission of a MARF as above.

NB If a child is already the subject of an open case to Children's Social Care, the DSL will have the name and contact details of the allocated social worker. Further child protection concerns about any child in those circumstances must be referred directly to the allocated social worker, **not** to the MASH. Again, where there is an immediate concern about a child's safety, the DSL should contact the social worker by telephone in the first instance. Any difficulties in contacting the social worker must be escalated to their line manager, **not** to the MASH.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.



If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

Staff may seek support directly from the MASH Education Lead via 01926 414144 should they consider that necessary.

## 29. Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy.

However, as highlighted above, **all** staff should be aware of the early help process and understand their role in it; and **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. **Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:**

- the situation is an emergency and the DSL, the deputy DSL, the headteacher and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the child's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or headteacher at the earliest opportunity that they have made a direct referral unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH (details above) or seek support from the MASH Education Lead via 01926 414144.

## 30. What will Children's Social Care do?

Children's Social Care should make a decision about the type of response that is required within one working day of a referral being made; and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services are required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

The school will follow up if this information is not forthcoming and if, after a referral, the child's situation does not appear to be improving, the school will consider following the WS escalation procedure to ensure the referred concerns have been addressed and, most importantly, that the child's situation improves.

If Children's Social Care decide to carry out a statutory assessment, school staff will do everything they can to support that assessment, led and supported by the DSL (or deputy) as required.



### 31. Bullying, peer on peer abuse and harmful sexual behaviour

This School believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the School.

Children may be harmed by other children or young people. All staff recognise that children can abuse their peers and are trained to understand and implement the School's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. It is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence, such as rape, assault by penetration and sexual harassment;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- sexting including pressuring another person to send a sexual image or video content (also known as youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm (upskirting is a criminal offence and may constitute sexual harassment). Anyone of any gender can be a victim;
- teenage relationship abuse – defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- initiation/hazing – used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them; and
- prejudiced behaviour – a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school/college's anti-bullying procedures which can be accessed via the Anti-bullying and Behaviour policies on Sharepoint. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education. All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and peer on peer abuse proactively. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.



This school/college believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. When dealing with abuse of pupils by other pupils, staff will be mindful of the potential for prejudice-based bullying; racist, disability, homophobic and transphobic abuse; gender-based violence and teenage relationship abuse. Whilst mindful of the particular vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Members of staff to whom such allegations are made and/or who become concerned about a pupil's sexualised behaviour, including any known online sexualised behaviour, should record their concerns in the usual way *on a Green* form and report them to the DSL as soon as possible, as with any other safeguarding concern.

It is likely that for an allegation or concern to be addressed under child protection procedures, some of the following features will be found. The allegation or concern:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other pupils in the school;
- indicates that other pupils may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

It is important for the School to consider the wider environmental factors and context within which peer on peer abuse occurs (please also see Contextual Safeguarding below). Such factors may include the potential for bullying and peer on peer abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. The school will also consider the potential for the impact of the incident to extend further than a school or college's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from **The UK Safer Internet Centre** at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) and the **Internet Watch Foundation** at <https://www.iwf.org.uk/>.

### **Peer on peer sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. They can also occur



through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. While it is important that **all** victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

This policy largely refers to sexual violence and sexual harassment between pupils/students at the school/college. However, there may be occasions when pupils/students report sexual violence and/or harassment perpetrated by other young people who attend a different educational provision. In that situation, the DSL will liaise with the DSL at the alleged perpetrator's school/college as well as the victim's parents, the Police and Children's Social Care. Support for the victim will be provided as described below, irrespective of which educational provision the alleged perpetrator attends.

### **What is sexual violence and sexual harassment?**

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

**Sexual harassment** in the context of peer on peer behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.



Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school/college therefore recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum.

### **Minimising the risk of sexual violence and sexual harassment at the school/college through a planned curriculum**

We will minimise the risk of peer on peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female students, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate students about inappropriate behaviour and consent
- Ensuring students know they can talk to staff confidentially by following the school's guidance on what to do if they have a problem (see Tell Tell Tell poster, CPSHE lessons and assemblies on safeguarding and information on being bullied contained in the "General Information for Students and Parents/Carers" and "Bullying" pages of the Student Organiser)
- Ensuring staff are trained to understand that a student harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one student to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with Children's Social Care

### **How the school/college will respond to reports of sexual violence and sexual harassment**

The school/college will respond to reports in accordance with Part 5 of *Keeping Children Safe in Education 2020* (please see the link to the peer on peer abuse toolkit in Appendix 14).

It is not possible to anticipate every particular set of circumstances and therefore what the school/college's response will be to every case. This policy sets out a set of principles which the school/college will consider in responding on a case by case basis.

All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using her/his professional judgement and supported by other agencies, such as Children's Social Care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Advice may also be sought from the MASH Education Lead.



### **Risk assessment**

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator/s (if she/he/they attend the same school/college); and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

The DSL (or a deputy) should ensure they are engaging with Children's Social Care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school/college's risk assessment should not replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school/college's approach to supporting and protecting pupils and students and updating our own risk assessment.

### **Action following a report of sexual violence and/or sexual harassment - what to consider**

The DSL (or deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school/college's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school/college not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students or school/college staff;
- informing parents/carers (unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, teachers may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

### **Children sharing a classroom - initial considerations following a report of sexual violence**

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult for the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school/college establishes the facts of the case and starts the process of liaising with



Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim. Consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school/college premises and on transport to and from the school/college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school/college premises and transport, will be considered immediately.

In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

### **Responding to the report**

If an offence has been committed, the Police will be informed. It is the prerogative of parents and victims to make complaints to the Police directly but the school/college will also speak to the Police in order to ensure effective action is taken to safeguard other young people as well as the victim.

If a child has suffered significant harm, a referral will be made to Children's Social Care via the MASH in order to ensure that the needs of both the victim and perpetrator are the subject of professional risk assessments by social workers. Similarly, any instance of sexual activity between pupils on the school site will always be referred to Children's Social Care.

Responses to all incidents of both sexual violence and sexual harassment will be underpinned by the principles of:

- zero tolerance of sexual violence and sexual harassment;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations
- all parties have an ongoing right to an education and are safest if they remain in school/college subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment on the part of a pupil/student:

#### **1. Manage internally**

In some cases of sexual harassment, e.g. one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures, speaking to the child and her/his parents, making expectations of future behaviour clear (in writing where appropriate) and by providing pastoral support. Careful consideration will be given to the need to separate the victim and alleged perpetrator/s in lessons (as with sexual assaults) pending investigation would also be undertaken.

#### **2. Early help**

The school or college may decide that the child/ren involved do not require statutory interventions but may benefit from early help, which can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.



A safeguarding record will be maintained of all concerns, discussions, decisions and reasons for decisions for all responses as in 1. and 2..

### **3. Referrals to Children's Social Care**

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school/college will make a referral to Children's Social Care via the MASH. All instances of sexual activity between pupils/students on the school premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care via the MASH. This will facilitate a consultation about the role of the Police. Whilst the age of criminal responsibility is 10 years, the starting principle of reporting to the Police via the MASH remains. The Police will take a welfare, rather than a criminal justice, approach.

Schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (i.e. if informing a parent or carer is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

Collaborative working will help ensure that the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

However, the school/college will not wait for the outcome (or even the start) of a Children's Social Care investigation before protecting the victim and other children in the school/college. The DSL (or a deputy) will work closely with Children's Social Care (and other agencies as required) to ensure any actions the school/college takes do not jeopardise a statutory investigation. The risk assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be **immediate**.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. The school/college (generally led by the DSL or a deputy) will refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy) will consider other support mechanisms such as early help, specialist support and pastoral support.

### **4. Reporting to the Police**

Any report to the Police will generally be in parallel with a referral to Children's Social Care (as above).

Where the school/college receives a report of rape, assault by penetration or sexual assault, the starting point is this should be passed on to the Police. It is the prerogative of victims and their parents/carers to make direct complaints to the Police. However, the school should also be very clear with victims and parents/carers that the school has a duty to ensure the Police are informed when an alleged crime has been committed in order to safeguard other young people.

Where a serious crime is reported, the school/college can report directly to the local Police station. However, in most circumstances, the school/college will consult with the MASH in the first instance in order to ensure that both the Police and Children's Social Care are informed.



Where a report has been made to the Police, the school/college should consult the Police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

In some cases, it may become clear very quickly, that the Police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.

The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexual offences or harmful sexual behaviours displayed by pupils/students inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under WS inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

The school is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

### **Subsequent considerations**

The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school or college is a safe space for them.

Similarly, the alleged perpetrator/s has an ongoing right to an education and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

Where a student is subject of bail conditions, the school/college will work with Children's Social Care and the Police to manage any implications and safeguard all pupils/students concerned without jeopardising the Police investigation.

If a student is convicted or receives a caution for a sexual offence, the school/college will update its risk assessment, ensure relevant protections are in place for all students and consider any suitable action in light of the behaviour policy. If the perpetrator remains at the school/college along with the victim, the school/college will meet with the student and her/his parents/carers to revisit and reiterate in writing expectations of the perpetrator in terms of future behaviour and complying with any restrictions and arrangements put in place to safeguard the victim and other students.

In the light of possible publicity, speculation and interest within the student and parent body, the school will consider any other measures necessary to safeguard both the victim and perpetrator, especially from any bullying or harassment (including online).

In respect of a not guilty verdict or a decision not to progress with a criminal prosecution, the school/college recognises that this will likely be traumatic for the victim and will continue to



offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Support will be tailored on a case-by-case basis. Support can include emotional and practical support for victims from Children and Young People's Independent Sexual Violence Advisors in the specialist sexual violence sector; and/or provision of a designated trusted adult in the school/college of the student's choice to talk to about their needs. Every effort will be made to avoid isolating the victim, in particular from supportive peer groups, but it is recognised that there may be times when a victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. The school/colleges will provide a physical space for the victim to withdraw.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school/college will consider any suitable sanctions in light of the behaviour policy, including consideration of permanent exclusion. In all but the most exceptional of circumstances, the rape or assault will constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the school/college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where the perpetrator is going to remain at the school/college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The school/college will have a difficult balancing act to consider. On one hand it needs to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice will be taken, as appropriate, from Children's Social Care, specialist sexual violence services and the Police.

If a perpetrator (alleged or convicted) does move to another educational institution (for any reason), the school/college will make the new educational institution aware of any ongoing support needs and, where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

## **Youth Produced Sexual Images ('Sexting')**

### **Definition**

Sexting is simply defined as "Images or videos generated by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent".

### **What the Law Says**

It is important to be aware that young people involved in sharing sexual videos and pictures may be committing a criminal offence. Specifically, crimes involving indecent photographs (including pseudo images) of a person under 18 years of age fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1988. Under this legislation it is a crime to:

- Take an indecent photograph or allow an indecent photograph to be taken;



- Make an indecent photograph (this includes downloading or opening an image that has been sent via email);
- Distribute or show such an image;
- Possess with the intention of distributing images;
- Advertise; and
- Possess such images.

The school will act in accordance with advice endorsed by DfE 'Sexting in schools and colleges: responding to incidents and safeguarding young people' (UK Council for Child Internet Safety 2016) - [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_\\_1\\_.PDF](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB__1_.PDF)

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. The school will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

### **Procedures**

All incidents of YPSI should be reported to the DSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff will secure the device (i.e. it should be confiscated). If this is not possible the DSL or a senior member of staff should be informed immediately (a green form should also be completed). This is consistent with DfE advice ***Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (DfE 2018)***, page 11 'After the search' (see link to this document in Appendix 14).

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents/carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to Children's Social Care and/or the Police via the MASH immediately.

The Police will always be informed when there is reason to believe that indecent images involve sexual acts and/or any child in the imagery is under 13 years of age.



The DSL will make a judgement about whether a reported YPSI incident is 'experimental' as in section 12 above or 'aggravated'.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people such as sexual abuse, extortion or threats; malicious conduct arising from personal conflicts; coercion; an imbalance of power, e.g. an older student pressurising a younger or vulnerable student to create and share an indecent image. These include possible adult involvement; criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Warwickshire's Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation
- child protection procedures need to be invoked
- parents/carers require support in order to safeguard their children
- a Multi-Agency Child Exploitation (MACE) meeting is required
- any of the perpetrators and/or victims require additional support. This may require the initiation of Early Help (CAF) and the offer of early help services

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to several students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent
- sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.



**Viewing the imagery** - adults should **not** view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a student.

If a decision is made to view potentially indecent images, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the headteacher, Children's Social Care or the MASH Education Lead
- ensure viewing is undertaken by the DSL or Deputy DSL with delegated authority from the headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the headteacher, another DSL or a member of the senior leadership team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the headteacher or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the student's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

**Deletion of images** - if the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the imagery.

### **32. Serious violence**

All staff are made aware of indicators that children are at risk from or are involved with serious violent crime; and are trained to record and report any concern about children at risk of or involved in perpetrating serious violence as with any other safeguarding concern. Indicators may include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs and/or criminal exploitation.



### **33. Contextual safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors both outside children's home environments and outside the school and/or can occur between children outside the school. The DSL, deputy DSLs and all staff will consider the context within which such incidents and/or behaviours occur. Contextual safeguarding means that assessments of children should consider whether wider environmental factors which are present in a child's life that are a threat to their safety and/or welfare. Staff will listen to children and be vigilant about any signs or indicators that would suggest children may be at risk in the community and will share intelligence with the Police in order to prevent children suffering harm. The school will provide as much information as possible when asked to do so as part of a police investigation and/or when making referrals to Children's Social Care, thus allowing any investigation or assessment to consider all the available evidence and the full context of any abuse.

### **34. Child Sexual Exploitation (CSE) and child criminal exploitation (CCE)**

Child sexual exploitation (CSE) is a form of child sexual abuse. Child criminal exploitation (CCE) is a form of child abuse. Both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual and/or criminal activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator; and/or
- (c) through violence or the threat of violence

The victim may have been sexually and/or criminally exploited even if the sexual/criminal activity appears consensual. CSE and CCE do not always involve physical contact; they can also occur through the use of technology.

CSE and CCE can affect any child or young person, female or male, under the age of 18 years, including 16 and 17-year olds who can legally give consent to have sex.

Sexual exploitation can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they may have created and posed on social media).

CSE is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health.

It may also be linked to other criminal activity including trafficking and illegal drugs. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Criminal exploitation of children can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. It can be perpetrated by individuals or groups; males or females; and young people or adults. It is typified by some form of power imbalance in favour of those perpetrating the exploitation. As well as age, the power imbalance can also be due to other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

Children and young people are often unwittingly drawn into sexual and/or criminal



exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation.

Child criminal exploitation may include activities such as:

- A child travelling outside the area in which she/he lives in order to transport, distribute or sell drugs or money for others by whom they are being exploited. This form of criminal activity and exploitation is referred to as county lines (below) [see](#)
- A child committing crimes on behalf of or at the behest of others because they, their friends or relatives have been threatened, deceived or manipulated;
- A child being forced to shoplift or pickpocket;
- A child being forced to threaten other young people;
- A child being forced to work in a cannabis factory;
- A child being forced to commit crime in order to settle actual or fabricated debts;
- Gang membership, which may lead to the child being exploited to do something illegal or dangerous in return for kudos/status in the gang;
- A child being encouraged or manipulated to commit crime via social media;
- A child receiving food, money, kudos or status in return for storing a weapon or drugs for others.

All staff are trained to be vigilant about and report indicators of CSE and CCE including:

- children appearing with money, clothes, mobile phones, etc without plausible explanation;
- Children who associate with other young people involved in exploitation;
- children in relationships with controlling or significantly older individuals or groups;
- children frequenting areas known for sex work and/or criminal activity;
- children who associate with gangs and/or become isolated from their peers/social networks;
- children receiving excessive texts/phone calls;
- multiple callers (unknown adults or peers) to children;
- concerning use of internet or other social media by children;
- increasing secretiveness around children's behaviours;
- children presenting inappropriate sexualised behaviour for their age and/or with sexually transmitted infections and/or becoming pregnant;
- children self-harming or presenting with significant changes in their emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education, have unexplained absences or do not take part in education;
- children being exposed to or perpetrating serious levels of violence; and/or being manipulated or forced into excessive violence towards others by somebody who is exploiting them (for further information see [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf));
- evidence of/suspicions of children suffering physical or sexual assault.

Although the following vulnerabilities increase the risk of child sexual exploitation, not all children with these indicators will be exploited and child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse;



- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability; and
- Being looked after (particularly those in residential care and those with interrupted care histories);
- Issues/anxieties about sexual identity

The school teaches children about consent and the risks of sexual and criminal exploitation in the PSHE and SRE curriculum. A common feature of sexual and criminal exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are trained to report all concerns about CSE and CCE to the DSL immediately. The DSL will consider the need to make a referral to Children's Social Care via the MASH (see sections 27 and 28 above) as with any other child protection concern and with particular reference to WS procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Child Exploitation (MACE) meeting may be convened under WS inter-agency safeguarding procedures. The school will attend and share information at MACE meetings as required. Parents and young people will be invited to attend MACE meetings by Children's Social Care as appropriate.

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

For further information see:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf).



### 35. So-called 'honour based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA.

All forms of so-called HBA are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBA to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit on 020 7008 0151 or via email at [fmf@fco.gov.uk](mailto:fmf@fco.gov.uk) for advice as necessary.

#### Female Genital Mutilation

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress with long-lasting harmful consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female students about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both. (See <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines> for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern. The DSL will discuss the concern with Children's Social Care with a view to making a referral and will inform the Police as appropriate.

Indications that FGM may already have taken place may include a child:

- having difficulty or looking uncomfortable when walking, sitting or standing;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- having frequent urinary, menstrual or stomach problems;
- having prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;
- being reluctant to undergo normal medical examinations;



- confiding in a member of staff without being explicit about the problem due to embarrassment or fear;
- talking about pain or discomfort between her legs.

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police personally where they discover (e.g. by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting. Information on when and how to make a report can be found at <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>.

Teachers in that situation will record their concerns and inform the DSL, who will support the teacher in making a direct report to the Police. A referral will also be made to Children's Social Care

### **Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

In a forced marriage situation, children may be married at a very young age, and well below the age of consent in England. School staff receive training and will be particularly alert to suspicions or concerns raised by a student about being taken abroad and not be allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014 (See Appendix 4 for further information)

(See <https://www.gov.uk/forced-marriage> for further information).

### **Breast Ironing**

Breast Ironing, also known as "Breast Flattening", is the process whereby young pubescent girls' breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The practice is carried out under the misguided intention to "protect" women and girls from men's sexual harassment. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

### **Law**

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if you are concerned a child may be at risk of or suffering significant harm, please refer to WS Interagency Procedures.

As with all concerns please follow the School's safeguarding procedures and inform the DSL and complete a green form.



### **36. Protecting Children from Radicalisation and Extremism**

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the **Prevent duty**.

Some children are vulnerable to extremist ideology and radicalisation. Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. As such, the Designated Safeguarding Lead is responsible for the school's strategy for protecting children from those risks.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is the vocal or active opposition to fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas. Young people who feel isolated or disaffected in some way are particularly vulnerable to radicalisation as they are other forms of abuse and exploitation.

The school has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing students from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing students with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all students are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern, identifying early indicators of possible radicalisation including changes in behaviour and attitudes to learning; and expressions of interest in extremist ideas along with a tolerance towards potential violence to certain members of society.

The school recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the DSL (or deputy) will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any student whose behaviour or comments suggest that they are vulnerable to being



radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation. Subject to consultation with the Police PREVENT team and in the interests of making proportionate responses, the school may offer support to children and their families through the provision of early help as appropriate.

The school expects all staff, volunteers, governors, visiting practitioners, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website [www.educateagainsthate.com](http://www.educateagainsthate.com) informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders. Please see Radicalisation and Extremism Policy and Appendix 8 for further information)

### **37. Children who are looked after, were previously looked after or who have a social worker**

The most common reason for children becoming looked after is as a result of abuse or neglect. Children who were previously looked after potentially remain vulnerable. The school ensures that staff have the necessary skills and understanding to keep children who are looked after and children who were previously looked after safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for children who are looked after and previously looked after and the DSL hold details of the social workers for all children who are looked after or were previously looked after; and the name and contact details of the Local Authority's virtual head for children who are looked after.

#### Children with a social worker

The school recognises that when a child has a social worker, that is an indicator that she/he may be more vulnerable to harm than other children as well as facing barriers to educational attainment in relation to attendance, learning, behaviour and poor mental health issues.



The school will take those issues and needs into account when making plans to support children who have a social worker.

### **38. Private fostering arrangements**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (*under 18 if the child has a disability*) by someone other than a parent or close relative\*, in their own home, with the intention that it should last for 28 days or more. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

\*A close relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

On admission to the school, we will take steps to verify who has parental responsibility for the child and the relationship of the adults accompanying the child who is being registered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Whilst most privately fostered children are appropriately supported, looked after and remain safe and well, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect; have been trafficked; are sexually or criminally exploited; or suffer modern-day slavery.

Parents and private foster carers both have a legal duty to inform Children's Social Care in the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Schools have a mandatory duty to report to Children's Social Care in the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

School staff should notify the designated safeguarding lead when they become aware of or suspect private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school will also fulfil its duty to inform the local authority of the private fostering arrangement.

### **39. Related safeguarding portfolio policies**

- Staff Code of Conduct
- Restraint Guidance
- Behaviour for Learning
- Complaints procedure
- Anti-Bullying including prejudice based bullying
- Appropriate physical contact
- Whistleblowing
- SEN
- Safer recruitment and selection
- Managing allegations
- Grievance and disciplinary
- Preventing Radicalisation and Extremism



- ICT Acceptable Use Policy incorporating E-Safety
- Visiting Speakers
- Mobile Phone/Electronic Devices

#### **40. Domestic Abuse**

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

The School works in partnership with Warwickshire Police and Warwickshire Children's Services to support pupils who are affected by incidents of domestic violence and abuse. This scheme is called Operation Encompass.

When the Police attend any incident of domestic violence or abuse in any household in which a student of the School lives, the headteacher and the Senior DSL will receive a confidential and secure email on the morning of the next school day, notifying them simply that there has been an incident and that the child may need support.

On receipt of any such notification, the headteacher and/or DSL will ensure that teachers and other staff directly in contact with affected children support them with due kindness, care and sensitivity. In addition to supporting children, the process means that the school will also be in a position to offer parents and carers support as appropriate.

The information will be managed and stored with the utmost sensitivity and discretion consistent with all other confidential safeguarding records.

#### **41. Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) refer any concerns to the *Local Housing Authority* so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or



discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised that in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

## **42. Special Circumstances**

### **Alternative Provision**

KCSiE 2020 states that "where a school places a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil, and should be satisfied that the provider meets the needs of the pupil. Schools should obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff." The school will act in accordance with that guidance.

The DSL will maintain an overview of all pupils accessing any part of their learning from an alternative provider or via delivery online or offsite provided by any organisation or individual not employed by the school. The DSL will ensure that robust arrangements are in place for timely and effective two-way sharing of safeguarding information - including records of all safeguarding concerns - between the school and alternative/external providers.

The DSL will also take responsibility for ensuring that robust procedures are in place to confirm attendance and to enable the swift reporting of non-attendance and children going missing from alternative/ external providers at any time when they should be with that provider. The DSL will also ensure that effective quality assurance arrangements are in place in order to monitor the ongoing effectiveness of all safeguarding arrangements that alternative/external providers have in place.

### **Work Experience**

The school has detailed procedures to safeguard students undertaking work experience, including arrangements for checking people who provide placements and supervising students on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2019*. These procedures are held by Emma Mitchell, Subject Leader for CPSHE who has overall responsibility for students on Work Experience.

### **Children staying with host families**

The school may arrange for students to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education 2020*, Annex E to ensure that hosting arrangements are as safe as possible.

Some overseas students may reside with host families during school terms and we will work with the Local Authority to check that such arrangements are safe and suitable.

It is not possible for schools to obtain criminal record information from the DBS about adults abroad. Where students stay with families abroad, we will agree with partner schools a



shared understanding of the arrangements in place. Staff will use their professional judgement to satisfy themselves that the arrangements are appropriate to safeguard the students, which will include ensuring students understand who to contact should an emergency occur, or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school/college will access guidance highlighted in Keeping Children Safe in Education 2020, which explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### **Children with family members in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school/college will seek to support pupils/students in this position through pastoral care, early help and discussions with parents/carers and other family members as appropriate.



### **Standards for Effective Child Protection Practice in Schools**

*The school's child protection and safeguarding responsibilities are inspected under the 'Leadership and Management' judgement in Ofsted inspections. The following standards may assist schools in evaluating their practice. They should be used jointly by the Designated Safeguarding Lead and the Designated Governor for Safeguarding to ensure the school is effective in safeguarding and child protection matters.*

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that students have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Ensure all staff are able to identify children who may benefit from early help; provide co-ordinated offers of early help; and ensure that children receive the right help at the right time to address concerns and risks and prevent issues escalating;
5. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of Local Authority and WS procedures so that information is passed on effectively to the relevant professionals;
6. Monitor children who have been identified as in need of early help or at risk; maintain clear records of students' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
7. Provide and support regular child protection training and updates for **all** school staff and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
8. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
9. Use the curriculum to teach children about safeguarding and raise their awareness and build confidence so that students have a range of contacts and strategies to identify risk, know who they can talk to about anything that causes them concern and understand the importance of protecting others;



10. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
11. Have a clear understanding of the various types of bullying – face to face, online, physical, verbal, prejudice based and indirect - and act promptly and firmly to combat it, making sure that students are aware of the school's position on this issue and who they can contact for support;
12. Have a clear understanding of the signs and impact of racist, disability, homophobic, transphobic and teenage relationship abuse; and a clear commitment to identifying and challenging those forms of abuse in order to safeguard children and maintain the safeguarding culture of the school.
13. Take particular care that students with SEN, disabilities and/or mental health difficulties in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
14. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education 2020* and WS inter-agency child protection procedures;
15. Have a written whole school safeguarding policy, which is produced, owned and regularly reviewed by all school staff, taking into account the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
16. Ensure that specified information is passed on in a timely manner to the Local Authority and WS for monitoring purposes;
17. Have a Single Central Record in place that fully complies with the guidance in *Keeping Children Safe in Education 2020*.



## **CHILD ABUSE**

### **What is child abuse?**

Child abuse is any action by another person – adult or child – that causes significant harm to a child. It can be physical, sexual or emotional, but can just as often be about a lack of love, care and attention. We know that neglect, whatever form it takes, can be just as damaging to a child as physical abuse.

An abused child will often experience more than one type of abuse, as well as other difficulties in their lives. It often happens over a period of time, rather than being a one-off event. And it can increasingly happen online.

### **Categories of Abuse:**

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour

### **Things you may notice**

If you're worried that a child is being abused, watch out for any unusual behaviour such as:

- Withdrawn
- Suddenly behaves differently
- Anxious, clingy, depressed
- Aggressive
- Problems sleeping
- Eating disorders



- Wets the bed
- Soils clothes
- Takes risks
- Misses school
- Changes in eating habits
- Obsessive behaviour
- Nightmares
- Drugs
- Alcohol
- Self-harm
- Thoughts about suicide

### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with Senior Designated Safeguarding Lead, Mrs V Domigan (or in the case of absence, the Deputy Designated Safeguarding Lead, Mrs L Whitfield) or another DSL
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse



Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

## **Physical Abuse**

### **What is physical abuse?**

Physical abuse is deliberately hurting a child causing injuries such as bruises, broken bones, burns or cuts.

It isn't accidental - children who are physically abused suffer violence such as being hit, kicked, poisoned, burned, slapped or having objects thrown at them. Shaking or hitting babies can cause non-accidental head injuries (NAHI). Sometimes parents or carers will make up or cause the symptoms of illness in their child, perhaps giving them medicine they don't need and making the child unwell – this is known as fabricated or induced illness (FII).

There's no excuse for physically abusing a child. It causes serious, and often long-lasting, harm – and in severe cases, death.

### **Official definition of physical abuse**

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

## **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

## **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)



- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life



## **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

## **Other injuries and health problems**

- Scarring
- Effects of poisoning such as vomiting, drowsiness or seizures
- Respiratory problems from drowning, suffocation or poisoning

## **Signs of physical abuse**

- Unexpected injuries or burns particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others

## **Emotional Abuse**

### **What is emotional abuse?**

Emotional abuse is the ongoing emotional maltreatment or emotional neglect of a child. It's sometimes called psychological abuse and can seriously damage a child's emotional health and development.

Emotional abuse can involve deliberately trying to scare or humiliate a child or isolating or ignoring them.

Children who are emotionally abused are usually suffering another type of abuse or neglect at the same time – but this isn't always the case.

### **What does emotional abuse include?**

Because there's an element of emotional abuse in all other types of child abuse and neglect, it can be difficult to spot the signs and to separate what's emotional abuse from other types of abuse.



Emotional abuse includes:

- humiliating or constantly criticising a child
- threatening, shouting at a child or calling them names
- making the child the subject of jokes, or using sarcasm to hurt a child
- blaming, scapegoating
- making a child perform degrading acts
- not recognising a child's own individuality, trying to control their lives
- pushing a child too hard or not recognising their limitations
- exposing a child to distressing events or interactions such as domestic abuse or drug taking
- failing to promote a child's social development
- not allowing them to have friends
- persistently ignoring them
- being absent
- manipulating a child
- never saying anything kind, expressing positive feelings or congratulating a child on successes
- never showing any emotions in interactions with a child, also known as emotional neglect.

### **Types of emotional abuse**

Just like child neglect, there are two different types of emotional abuse which affect children in different ways.

Passive emotional abuse

When a parent or carer denies their child the love and care they need in order to be healthy and happy it's known as "passive" abuse.

It's just as damaging, but it can be harder to spot than "active" abuse. The definitions for passive emotional abuse and emotional neglect are very similar.

Five categories of passive emotional abuse have been identified (Barlow and Schrader McMillan, 2010):

1. **Emotional unavailability**  
where a parent or carer is not connected with the child and cannot give them the love that they deserve and need
2. **Negative attitudes**  
such as having a low opinion of the child and not offering any praise or encouragement
3. **Developmentally inappropriate interaction with the child**  
either expecting the child to perform tasks that they are not emotionally mature enough to do or speaking and acting in an inappropriate way in front of a child



**4. Failure to recognise a child's individuality**

this can mean an adult relying on a child to fulfil their emotional needs and not recognising that the child has needs

**5. Failure to promote social adaptation**

not encouraging a child to make friends and mix among their own social peers.

Active emotional abuse

When someone intentionally scares, demeans or verbally abuses a child it's known as "active" abuse. This requires a premeditated intention to harm a child.

Active emotional abuse has been defined as:

- spurning (rejecting)
- terrorising
- isolating
- exploiting or corrupting.

(Barlow and Schrader McMillan, 2010)

Sometimes a fifth category of "ignoring" is also included (Cawson et al, 2000).

**Signs, symptoms and effects**

There often aren't any obvious physical symptoms of emotional abuse or neglect but you may spot signs in a child's actions or emotions.

Changes in emotions are a normal part of growing up, so it can be really difficult to tell if a child is being emotionally abused.

Babies and pre-school children who are being emotionally abused or neglected may:

- be overly-affectionate towards strangers or people they haven't known for very long
- lack confidence or become wary or anxious
- not appear to have a close relationship with their parent, e.g. when being taken to or collected from nursery etc.
- be aggressive or nasty towards other children and animals.

Older children may:

- use language, act in a way or know about things that you wouldn't expect them to know for their age
- struggle to control strong emotions or have extreme outbursts
- seem isolated from their parents
- lack social skills or have few, if any, friends.

**Signs of emotional abuse**

- Physical, mental and emotional development lags
- Admission of punishment which appears excessive
- Continual self deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations



- Neurotic behaviour (eg rocking, hair twisting, thumb sucking)
- Self mutilation
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging
- Tendency to cling or need constant reassurance

## Sexual Abuse

### What is sexual abuse?

A child is sexually abused when they are forced or persuaded to take part in sexual activities. This doesn't have to be physical contact, and it can happen online. Sometimes the child won't understand that what's happening to them is abuse. They may not even understand that it's wrong.

Child sexual abuse involves:

- sexual touching of any part of the body, clothed or unclothed, including using an object
- assault by penetration, including rape or penetration of the mouth with an object or part of the body
- encouraging a child to engage in sexual activity, including:
  - sexual acts with someone else
  - making a child strip or masturbate
- intentionally engaging in sexual activity in front of a child
- not taking proper measures to prevent a child being exposed to sexual activities by others
- meeting a child following sexual [grooming](#), with the intent of abusing them
- taking, making, allowing someone to take, distributing, showing or advertising indecent images of children
- paying for the sexual services of a child
- encouraging a child into prostitution or pornography
- showing a child images of sexual activity, including photographs, videos or via webcams.

There are two different types of child sexual abuse. These are called contact abuse and non-contact abuse.

**Contact abuse** is where an abuser makes physical contact with a child, including penetration.

**Non-contact abuse** covers other acts where the abuser doesn't touch the child, such as [grooming](#), [exploitation](#), persuading children to perform sexual acts over the internet and flashing.

### Child sexual abuse online

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.



Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped.

### **Definition of child sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### **Signs, symptoms and effects**

Children who are sexually abused may:

#### **Stay away from certain people**

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

#### **Show sexual behaviour that's inappropriate for their age**

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

#### **Have physical symptoms**

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

#### **Signs of sexual abuse**

- Sudden changes in behaviour or school performance
- Displays of affection in a sexual way inappropriate to age
- Tendency to cling or need reassurance
- Depression and withdrawal
- Apparent secrecy
- Wetting, day or night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and venereal diseases
- Anorexia or bulimia
- Fear of undressing eg for sport
- Phobias or panic attacks
- Regression to younger behaviour, such as thumb sucking, playing with discarded toys, acting like a baby



- Complaints of genital itching or pain
- Distrust of a familiar adult or anxiety about being left with a relative, a babysitter or lodger

### **Sexual Abuse by Young People**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

### **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
  - Understanding that is proposed based on age, maturity, development level, functioning and experience
  - Knowledge of society’s standards for what is being proposed
  - Awareness of potential consequences and alternatives
  - Assumption that agreements or disagreements will be respected equally
  - Voluntary decision
  - Mental competence



- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

## **Neglect**

### **What is neglect?**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide **adequate food and clothing, shelter** (including exclusion from home or abandonment);
- **Protect a child from** physical and emotional **harm or danger**;
- Ensure **adequate supervision** (including the use of inadequate care-givers); or
- Ensure **access to appropriate medical care or treatment**

### **Types of neglect**

#### **Physical neglect**

Failing to provide for a child's basic needs such as food, clothing or shelter. Failing to adequately supervise a child, or provide for their safety.

#### **Educational neglect**

Failing to ensure a child receives an education.

#### **Emotional neglect**

Failing to meet a child's needs for nurture and stimulation, perhaps by ignoring, humiliating, intimidating or isolating them. It's often the most difficult to prove.

#### **Medical neglect**

Failing to provide appropriate health care, including dental care and refusal of care or ignoring medical recommendations

### **Signs, symptoms and effects**

Neglect can have serious and long-lasting effects. It can be anything from leaving a child home alone to the very worst cases where a child dies from malnutrition or being denied the care they need. In some cases it can cause permanent disabilities.

Neglect can be really difficult to identify, making it hard for professionals to take early action to protect a child.

Having one of the signs or symptoms below doesn't necessarily mean that a child is being neglected. But if you notice multiple, or persistent, signs then it could indicate there's a serious problem.



Children who are neglected may have:

Poor appearance and hygiene

They may:

- be smelly or dirty
- have unwashed clothes/poor state of clothing
- have inadequate clothing, e.g. not having a winter coat
- seem hungry or turn up to school without having breakfast or any lunch money
- have frequent and untreated nappy rash in infants.
- frequent lateness or non-attendance
- low self-esteem
- no social relationships
- destructive tendencies

They may have:

- untreated injuries, medical and dental issues
- repeated accidental injuries caused by lack of supervision
- recurring illnesses or infections
- not been given appropriate medicines
- missed medical appointments such as vaccinations
- poor muscle tone or prominent joints
- skin sores, rashes, flea bites, scabies or ringworm
- thin or swollen tummy
- anaemia
- tiredness
- faltering weight or growth and not reaching developmental milestones (known as failure to thrive)
- poor language, communication or social skills.

Housing and family issues

They may be:

- living in an unsuitable home environment for example dog mess being left or not having any heating
- left alone for a long time
- taking on the role of carer for other family members.

Things you may notice

If you're worried that a child is being abused, watch out for any unusual behaviour.



## Safeguarding children during Coronavirus (COVID-19)

### Context

This appendix is based on DfE advice published in July 2020 'Guidance for full opening: schools':

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>.

For safeguarding purposes, the above guidance refers back to earlier guidance 'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers', even though such guidance was withdrawn on 31/07/2020:

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

It is expected that, with the exception of children with specific health vulnerabilities, all children will return to school from September 2020. This appendix addresses how the school will apply the safeguarding and child protection policy in order to safeguard all pupils/students including a minority of children who may remain at and access learning from home.

### Supporting children, staff training and reporting concerns

All staff and volunteers continue to have a responsibility for safeguarding children and will report any safeguarding concerns about children to a DSL in the normal way as set out in the main policy.

Staff should have access to the normal safeguarding recording format (e.g. green forms, CPOMS) when working off site including when working from home.

Staff and volunteers are reminded of the need to report any concern immediately and without delay.

In the unlikely event that a member of staff cannot access the normal safeguarding recording format (whether green forms, CPOMS or something else) remotely, they will contact the DSL via Email (cc to at least one other DSL and the headteacher) to inform them that they need to share a concern. This will ensure that the concern is received.

The DSL will communicate any new or revised safeguarding advice, guidance, requirements, arrangements or information in writing to all staff and volunteers. The DSL and Deputy DSLs will provide training and support to staff to ensure vigilance about; sensitive and supportive responses to; and appropriate recording and reporting of any safeguarding and welfare concerns arising from children's experiences in connection with COVID-19 lockdown restrictions and extended absence from school. The DSL will evaluate all concerns and reports in the normal way, ensuring that children are offered requisite support, early help is provided and/or referrals made to Children's Social Care and other agencies as appropriate. The DSL will also liaise with School Health services in relation to supporting children's emotional wellbeing.

The school recognises that school is ordinarily a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the mental health of some pupils/students and/or their parents/carers. All staff will



maintain an awareness of those issues in communications with children, particularly when supporting them to settle back into the routine of school attendance, and their parents/carers including when setting expectations of pupils' work when they are at home.

In addition to all of the other safeguarding issues and risks as set out in this policy, staff will also be mindful of the increased likelihood that some pupils/students will have experienced one or more of the following as a result of the COVID-19 situation and the restrictions imposed on children and their families by the lockdown arrangements:

- neglect as a result of lost/reduced income and diminished circumstances;
- domestic abuse/parental mental ill health/parental drug and/or alcohol abuse as a result of parental anxiety, loss of employment/income, frustration, not coping with increased contact with children, boredom, etc.;
- higher likelihood of online bullying, abuse and/or grooming for sexual abuse, sexual and criminal exploitation or radicalization as a result of spending more time online;
- physical and emotional abuse as a result of parents not coping, becoming very low or bad-tempered;
- greater risk of all forms of 'hidden' abuse including sexual abuse, emotional abuse, witnessing or being caught up in domestic abuse as a result of families spending more time together without children being able to access other protective adults, recreational activities or go outside.

NB the above is not an exhaustive list. The school will write to all parents/carers with a request for them to inform the school about any change in the child's circumstances; incident; or development during the time the child has not been attending school due to COVID-19 that may affect the child's presentation in school and/or that the school needs to be aware of in order to safeguard and promote the child's welfare.

Where a member of staff or volunteer is concerned about the behaviour of an adult working with children in the school, they should inform the headteacher as normal (*using a yellow form if the school uses yellow forms – AMEND/DELETE AS NECESSARY*). If the notification needs to be made when the reporting individual is offsite, this should be done verbally and followed up with an Email to the headteacher on the same working day.

As normal, any concerns about the headteacher should be reported to the chair of governors.

### **Vulnerable children**

From 20<sup>th</sup> March 2020 the government asked schools to remain open only for children of workers critical to the COVID-19 response and children defined as vulnerable as follows:

- Children who have a social worker, including children who have a child protection plan; those who are looked after by the local authority; and those assessed as being in need or who otherwise meet the definition in section 17 of the Children Act 1989.
- Children and young people up to the age of 25 with education, health and care (EHC) plans.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.



The school will maintain an up-to-date register/database of all pupils/students who are considered vulnerable as above. The register/database will contain the names and contact details of the child's parents/carers; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register/ database will be accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads.

The school will assess and continually re-assess the level of vulnerability of each pupil/student on the register/database using the RAG rating format as below. This will support the DSL to identify the level of contact the school needs to maintain with any child not able to attend or not attending school.

The RAG rating criteria are:

Red - most at risk of harm or neglect (will include all children subject to a child protection plan; and all children who are looked after);

Amber - a moderate risk of harm, but with some protective factors (will include those with a Child in Need plan and/or those being supported by a social worker or family support worker who are not subject of a child protection plan or looked after);

Green - some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register/database will be allocated to a named DSL who will be responsible for ensuring that the identified level of support and contact is provided.

DSLs will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs and can be reviewed in regular DSL meetings.

### **Returning to school and attendance**

Attendance will be monitored in the usual way with reference to this and the school's attendance policy. The DSL will explore the reasons for any child not returning to school from September 2020 directly with their parents/carers. In the event that the child is in one of the defined vulnerable groups as above and has a social worker or family support worker, the DSL will also liaise with the social worker or family support worker and seek to involve them in the discussion with the child's parents/carers.

The school will undertake a written risk assessment in relation to the needs of any child with a disability, special needs or health issues in order to support the child's safe return to school if at all possible. If the child cannot return to school safely, the school will work closely with parents/carers and partner agencies to ensure the child's educational needs are met and to work towards their eventual safe return to school.

### **Supporting children not in school**

Any child on the school's register/database of vulnerable children who cannot attend school due to a risk to their own health or the health of another member of their household; or whose parents/ carers are unwilling to send them to school will have an identified plan of support that will be overseen by a named DSL and recorded on the child's safeguarding file.

The plan will include regular communication with the child's named social worker or family



support worker where there is one. A record of all communications\* with the child, parents/carers and practitioners in partner agencies will be made on the child's safeguarding file (\*including telephone calls, Emails, other online communication, video conversations and virtual meetings).

The school will work closely with all stakeholders to maximise the effectiveness of any communication plan in order to safeguard the child.

This plan must be reviewed regularly (at least once per week) by the allocated DSL in discussion with at least one other member of the DSL team, using regular/planned DSL team meetings as appropriate.

The school will continue to share safeguarding messages on its website, social media pages and via newsletters.

### **Supporting children in school**

The school will continue to be a safe space for all children who attend during the COVID-19 virus, subject to individual risk assessments as appropriate. During any periods of partial closure, the headteacher will ensure that appropriate numbers of staff are on site and that staff to pupil ratio numbers are appropriate.

The school will ensure that government guidance for education and childcare settings in respect of social distancing and advice from Public Health England in respect of handwashing and other protective measures to limit the risk of spreading COVID19 is followed regularly and robustly.

All children attending school will be provided with appropriate emotional support, bespoke to their needs, assessed vulnerability and circumstances.

Where the school has concerns about the availability of critical staff to work in school – particularly members of the DSL team, SENCo, designated teacher for children who are looked after and first aiders – those concerns will be raised with the *governing body/local authority/chair of local schools consortium/multi-academy trust (DELETE/AMEND AS APPLICABLE)* without delay.

### **Home visits**

Any home visit must be risk assessed. If it is agreed that a home visit is necessary, it should be undertaken by two members of staff.

It is unlikely that home visits will be frequent. If they are undertaken, they will be subject to a risk assessment based on the following guidelines:

- (1) The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed with COVID-19; or is self-isolating.
- (2) Home visits will be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/ vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.
- (3) The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child, even if only through a window.



- (4) Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.
- (5) Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
- (6) Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the appropriate social distance as recommended by Public Health.
- (7) However, if undertaking a home visit, staff must actually see the child.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

All school policies including the child protection, staff behaviour and ICT acceptable use policies must be followed at all times both in face to face and electronic communication with pupils and parents/carers. No staff member should use their own ICT or telephone equipment; or private message children; or video conference with a child directly other than via school-owned equipment subject to parental agreement as above.

Where concerns for a child at home reach the threshold for significant harm, a referral will be made to Children's Social Care/Police as per normal safeguarding procedures. For that reason, all DSLs will ensure they have access to MASH and other key agency phone numbers and children's details even when working from home.

### **Designated Safeguarding Lead (DSL)**

The DSL and Deputy DSLs are as named in the main policy (*AMEND AS NECESSARY if names of DSLs are any different from main policy, remembering the importance of maintaining adequate cover so that a DSL is always available both to staff working in school and from home during the school term and at all times the school is open*).

The DSL or a deputy DSL will be available on site at all times the school is open including during any partial closures within term time. In the event of full closures during term time and on occasions when it is not possible for the DSL or deputy DSL to be on site (every effort will be made to ensure that such occasions are rare), the DSL or a deputy DSL will be readily accessible via telephone or online video contact, e.g. when working from home. All staff will be provided with contact details in order to be able to contact a DSL without any difficulty and will be informed about which members of the DSL team are available for each day that the school is fully or partially closed.

Where it is not possible for the DSL (or deputy) to be on site, a senior leader will always be present and will assume responsibility for co-ordinating safeguarding on site, always with ready telephone/ online access to the DSL as above.

All DSLs will have remote access to the register/database of all vulnerable children and other safeguarding records when working off site.

The DSL team will meet weekly to discuss the welfare and status of each child on the register/ database of vulnerable children.

The DSL team will liaise with MASH, Social Care, family support workers and other key safeguarding partners as normal, whether working in school or working remotely. When



working from home, DSLs will be accessible via access to their school Email account and should have use of a school-owned mobile telephone, the number of which should be shared with colleague DSLs, partners and the Education Safeguarding service.

The DSL team will continue to attend – either in person or virtually – child protection conferences; core group meetings; strategy meetings; child in need meetings; children who are looked after reviews; and early help meetings.

If the school closes and pupils need to attend another school in accordance with local/hub arrangements, the school will maintain its overarching responsibility for safeguarding the child. The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond to new/emerging concerns. The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether the DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

### **Safeguarding governor**

In the event of full or partial closures, the governing body will review its arrangements for overseeing and supporting the DSL in fulfilling the *governing/proprietor* body's responsibility for safeguarding. In the event of the safeguarding governor and/or chair of governors not being able to fulfil their usual safeguarding and support functions because of COVID-19, social distancing or lockdown arrangements, the *governing/proprietor* body will identify and appoint alternative governors to oversee and support the school's safeguarding arrangements.

### **Safer recruitment/volunteers and movement of staff**

The school will maintain its commitment to ensuring that only suitable people are given opportunities to work with children at the school, face to face and online. All recruitment during times affected by COVID-19 will therefore be undertaken following the normal safer recruitment processes subject to the school's policy, local authority guidance and advice and Part 3 of *Keeping Children Safe in Education (DfE 2020)*.

It may be necessary to undertake some recruitment activities remotely, e.g. via virtual interviews, shortlisting. It may be necessary to adapt selection activities designed to assess candidates' suitability in which candidates have contact with children, e.g. delivering lessons or being shown around the school by children. Candidates could be given opportunities to deliver a virtual lesson or talk to groups of pupils about school life via video calls as long as those activities are fully supervised by an existing member of staff who has been appropriately briefed.

Safer recruitment principles also apply to the recruitment of volunteers, subject to *KCSiE*.

It is essential from a safeguarding perspective that the school is aware, on any given day irrespective of full or partial closures, which staff/volunteers are working with children on school business – whether physically in school, online or working from home - and that appropriate checks have been carried out, especially for anyone engaging in Regulated Activity. As such, the school will maintain the single central record as outlined in *KCSiE* at all times.



## **Induction**

Where new staff or volunteers are recruited, they will be provided with a safeguarding induction in the usual way.

If adults from another school or setting are redeployed to work at the school as a result of full or partial closures in other schools, the school will take into account DfE supplementary guidance and will accept portability of pre-employment checks as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's Barred List check; and
- there are no known concerns about the individual's suitability to work with children; and
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, all such redeployed staff will be given a copy of the school's safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

## **Peer on peer abuse**

The school recognises that a revised process for managing any report of peer on peer abuse and supporting victims may be required during the COVID-19 virus when children will be attending school and remaining in smaller groups.

Where the school receives a report of peer on peer abuse, it will follow the principles as set out in part 5 of KCSIE and as outlined in the main policy as closely as possible.

The school will listen and work with all children involved, their parents/carers and any multi-agency partner required to ensure the safety and security of alleged victims, alleged perpetrators and all other children attending the school.

Concerns and actions will be recorded on the child's safeguarding file and appropriate referrals made by the DSL.



## **CHILD SEXUAL EXPLOITATION (CSE)**

### **What is child sexual exploitation?**

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status.

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online.

Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

### **Definition of child sexual exploitation**

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

This definition of child sexual exploitation was created by the UK National Working Group for Sexually Exploited Children and Young People (NWG) and is used in statutory guidance for England.

### **Child sexual abuse online**

When sexual exploitation happens online, young people may be persuaded, or forced, to:

- send or post sexually explicit images of themselves
- take part in sexual activities via a webcam or smartphone
- have sexual conversations by text or online.

Abusers may threaten to send images, video or copies of conversations to the young person's friends and family unless they take part in other sexual activity.

Images or videos may continue to be shared long after the sexual abuse has stopped

### **Child sexual exploitation in gangs**

Sexual exploitation is used in gangs to:

- exert power and control over members
- initiate young people into the gang



- exchange sexual activity for status or protection
- entrap rival gang members by exploiting girls and young women
- inflict sexual assault as a weapon in conflict.

### **Signs, symptoms and effects**

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

Young people who are being sexually exploited may:

- be involved in abusive relationships, intimidated and fearful of certain people or situations
- hang out with groups of older people, or antisocial groups, or with other vulnerable peers
- associate with other young people involved in sexual exploitation
- get involved in gangs, gang fights, gang membership
- have older boyfriends or girlfriends
- spend time at places of concern, such as hotels or known brothels
- not know where they are, because they have been moved around the country
- go missing from home, care or education.

They may also show signs of sexual abuse or grooming.

### **Sexual abuse signs and symptoms**

Children who are sexually abused may:

#### **Stay away from certain people**

- they might avoid being alone with people, such as family members or friends
- they could seem frightened of a person or reluctant to socialise with them.

#### **Show sexual behaviour that's inappropriate for their age**

- a child might become sexually active at a young age
- they might be promiscuous
- they could use sexual language or know information that you wouldn't expect them to.

#### **Have physical symptoms**

- anal or vaginal soreness
- an unusual discharge
- sexually transmitted infection (STI)
- pregnancy.

### **Grooming: signs and symptoms**

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified.

Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.



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In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.



## **FORCED MARRIAGE (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party.

The subject of forced marriage is also highlighted in Safeguarding Children and Safer Recruitment in Education. Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse. It is very different from an arranged marriage, where both young people can make the decision to accept or decline the partner chosen for them by their parents.

Once again, schools can be seen as being in the front line in protecting young people from this type of abuse. A student who fears that they are likely to be forced into a marriage may disclose to a member of staff. Their initial approach, in common with many disclosures of abuse, may be seemingly innocuous, such as talking about taking a holiday abroad. Their fear, that the proposed holiday will result in a forced marriage, may only become apparent after a number of conversations.

These young women may also become the victims of what is termed honour-based violence. This type of violence is described in 'The Right to Choose' guidance as: 'A variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder where the person is being punished by their family or their community.'

Forced marriage, here or abroad, is a crime: we will always report to both Police and Children's Social Care.

### **UK Law on Forced Marriage**

Forced marriage is when you face physical pressure to marry (e.g. threats, physical violence or sexual violence) or emotional and psychological pressure (e.g. if you're made to feel like you're bringing shame on your family).

You have the right to choose who you marry, when you marry or if you marry at all.

Forced marriage is illegal in England and Wales. This includes:

- Taking someone overseas to force them to marry (whether or not the forced marriage takes place)
- Marrying someone who lacks the mental capacity to consent to the marriage (whether they're pressured to or not)

The effects of early marriage can include:

- Early pregnancy and rapid reproduction (under pressure to demonstrate fertility)
- Rearing children when a child herself
- Laden with heavy amounts of domestic work
- Social isolation



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- Reduced life choices
- Higher incidence of domestic violence
- High incidence of early widowhood
- Girls under 20 are 15 times more likely to die at childbirth (UNPF)



## **FEMALE GENITAL MUTILATION (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

### **What is FGM?**

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.

Religious, social or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It's dangerous and a criminal offence.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

From July 2015 anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years imprisonment.

From October 2015, there is a duty of mandatory reporting for teachers (and healthcare professionals). Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.

The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over.

### **Types of FGC/FGM**

Sudan – known as “tahoor” or “purification”

Sierra Leone – known as “bondo” or “initiation”

Egypt – “Female Genital Cutting” i.e. a girl has the skin covering her clitoris nicked or excised

Somalia – “Female Genital Mutilation” or “infibulation” i.e. girl’s external genitalia is cut away and her vagina is sewn up

### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora



Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

### **Why is it carried out?**

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK.

### **Circumstances and occurrences that may point to FGM happening**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

### **Signs, symptoms and effects**

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from school
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

### **Signs that FGM may be happening**

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad



- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghan, Kurdistan, Indonesia and Pakistan).
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage
- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

### **The effects of FGM**

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

Long-term effects

Girls and women who have had FGM may have problems that continue through adulthood, including:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems.

### **The 'One Chance' rule**

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools take action **without delay**.



## **BREAST IRONING**

Breast Ironing, also known as “Breast Flattening”, is the process whereby young pubescent girls’ breasts are ironed, massaged and/or pounded down through the use of hard or heated objects in order for the breasts to disappear or delay the development of the breasts entirely. The practice is carried out under the misguided intention to “protect” women and girls from men’s sexual harassment. It is believed that by carrying out this act, young girls will be protected from harassment, rape, abduction and early forced marriage and therefore be kept in education.

The custom uses large stones, a hammer or spatulas that have been heated over scorching coals to compress the breast tissue of girls as young as 9 years old. Those who derive from richer families may opt to use an elastic belt to press the breasts so as to prevent them from growing. The mutilation is a traditional practice from Cameroon designed to make teenage girls look less “womanly” and to deter unwanted male attention, pregnancy and rape. The practice is commonly performed by family members, 58% of the time by the mother. In many cases the abuser thinks they are doing something good for their daughter, by delaying the effects of puberty so that she can continue her education, rather than getting married.

### **Law**

There is no specific law within the UK around Breast Ironing, however it is a form of physical abuse and if you are concerned a child may be at risk of or suffering significant harm, please refer to WS Interagency Procedures.

As with all concerns please follow the School’s safeguarding procedures and inform the DSL and complete a green form.

### **Indicators**

Breast ironing is a well-kept secret between the young girl and her mother. Often the father remains completely unaware. Some indicators that a girl has undergone breast ironing are as follows:

- Unusual behaviour after an absence from school including depression, anxiety, aggression, withdrawn etc.
- Reluctance in undergoing normal medical examinations
- Some girls may ask for help, but may not be explicit about the problem due to embarrassment or fear
- Fear of changing for physical activities due to scars showing or bandages being visible

### **Where is it practiced?**

Breast ironing is practiced in all ten regions of Cameroon and has been reported in Benin, Ivory Coast, Chad, Guinea-Bissau, Kenya, Togo, Zimbabwe and Guinea-Conakry. The charity CAWODIGO-CAME Women and Girls (<http://www.cawogido.co.uk/index.php>) is concerned that African immigrants have brought breast ironing practice with them to the UK. In their efforts to reduce the number of affected girls and women, CAME provides training for Cameroonian organisations working to protect girls from being abused through breast ironing and supporting families and communities.

It is believed around 1,000 girls are thought to currently be at risk in the UK (United Nations).



## **Health Consequences**

Due to the instruments which are used during the process of breast ironing, for example, spoon/broom, stones, pestle, breast band, leaves etc. combined with insufficient aftercare, young girls are exposed to significant health risks.

Breast ironing is painful and violates a young girl's physical integrity. It exposes girls to numerous health problems such as cancer, abscesses, itching and discharge of milk, infection, dissymmetry of the breasts, cysts, breast infections, severe fever, tissue damage and even the complete disappearance of one or both breasts.



## **PRIVATE FOSTERING**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the school becomes aware of a private fostering arrangement for a student that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

<https://www.gov.uk/government/publications/children-act-1989-private-fostering>



## PREVENT

From 1 July 2015 specified authorities, including all schools (and since 18 September 2015 all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare).

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes:

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to students at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Schools and colleges must ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The Department for Education has also [published advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

## Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.



Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

Please see the Radicalisation and Extremism policy for further information.



## DEALING WITH A DISCLOSURE

### Advice to staff

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask “leading questions” or press for information.
- Listen and remember.
- Be sure that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child’s own language. Include any questions you may have asked. Do not add any opinions or interpretations.

**NB it is not our role to seek disclosures. Our role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.**

### Immediately afterwards

**You must not deal with this yourself.** Clear indications or disclosure of abuse must be reported to Children’s Social Care without delay, by the Designated Senior Leads.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Senior Lead or Headteacher.



## ALLEGATIONS AGAINST A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

### 1. Inappropriate behaviour by staff/volunteers could take the following forms:

- **Physical**  
This includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
  - **Emotional**  
This includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
This includes, for example, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
  - **Neglect**  
This includes, for example, failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment etc.
2. If a child makes an allegation against a member of staff, governor, visitor or volunteer the Headteacher should be informed immediately. The Headteacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher should not carry out the investigation him/herself or interview students.
3. The Headteacher must exercise, and be accountable for, professional judgement on the action to be taken, as follows –
- If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Headteacher will **notify the Local Authority Designated Officer (LADO) Team (Tel: 01926 742525)**. The LADO Team will advise about action to be taken and may initiate internal referrals within Children's Social Care to address the needs of children likely to have been affected.
  - If it is not clear whether the actions of the member of staff raise child protection concerns, the Headteacher must immediately seek advice from the Child Protection Lead at WS.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student(s), these should be addressed through the school's own internal procedures.
  - If the Headteacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.

**Where an allegation has been made against the Headteacher then the Chair of Governors takes on the role of liaising with the LADO team in determining the appropriate way forward. For details of these specific procedures see the procedures of Warwickshire Safeguarding Children Board.**

Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown and referred to at the next governors meeting.



CPSHE PROGRAMME

**CSE in CPSHE/Safeguarding in CPSHE 2015/16**

Year Group	Number of Lessons	Lesson Title	Lesson Description
7	1	Prevent lesson	How do you spot a terrorist?
	4	British Values/Britishness	What is Britain? Characteristics of Community
	6/7	Safety	Road, Fire x 2, Sun, First Aid, Community Police, E Safety
<i>Summer 2015 – Consent and sex and the media talks from Warwickshire’s ‘Respect Yourself’ – Johnny Hunt</i>			
	3	Relationships	Family types, breakdown in relationships
	3	Rights & Responsibilities	Bullying. What rights are?
	1	What makes a good citizen?	Who are good and bad citizens, characteristics
	4	Health lifestyles – body changes	Physical and emotional
<i>Year 7 Healthy Lifestyles Day : Physical, mental and social health explored</i>			

8	1	E Safety	Sexting
	3	Identity & Diversity	Personal values, actions, sexual orientation
	6	Real Love Rocks	Healthy and unhealthy relationships, consent, sexting and pornography, grooming, What is CSE?
	2	Relationships	Exploring ‘feelings’ especially towards boyfriends and girlfriends
	1	Risk	Road Safety – WCC
<i>Year 8 : Chelsea’s Choice Theatre Production – CSE WCC Funded</i>			
<i>Real Love Rocks – work in progress still writing lessons</i>			
<i>Radicalisation &amp; Terrorism – work in progress. Need to begin writing lessons. Just received new book to help with this.</i>			



<b>9</b>	3	Healthy Lifestyles	Healthy Eating, Media Portrayal, Eating Disorders
	1	Homophobia	
	1	Sexual Identity	In trans/bisexual and discrimination
	1	Sexuality	Exploring feelings
	1	ICT Safety	Protect your on-line reputation
	3	Relationships	What relationship? How are they different/same? Values in relationships. Aggressive and passive relationships
<i>Year 9 : Prison me no Way – Crime awareness inc gangs (talk from prisoner)</i>			

<b>10</b>	3	Out of control	Anti-social behaviour rolls on from 'PMNW' in Year 9
	4	Sex and Sensibility	When to have sex, relationships with boyfriends or girlfriends, contraception, STI's.
	2	4 Carrier boys	Impact of young parenting
	1	Pornography	Its impact on sexual relationships, sensationalising porn and what real relationships are like
	4	Alcohol	Risk of, how it affects relationships?
	5	Drugs	Heroin and new club drugs explored

<b>11</b>	1	FGM	
	1	Forced marriage	
	1	Domestic violence	
	1	Human trafficking	
	1	Internet Safety	Social Media (Foorprint)
	2	Body Image	Media inspired
<i>+ Radicalisation and Terrorism : PREVENT For Year 10 (CPSO)</i>			
<i>Update British Values/Britishness in line with current guidelines/Politics/Democracy for KS4 – 11<sup>th</sup> Dec (DD &amp; MT)</i>			



## PEER ON PEER ABUSE

Our school recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child sexual exploitation
- Physical abuse e.g. biting, hitting, kicking, hair pulling etc
- Sexually harmful behaviour/sexual abuse e.g. inappropriate sexual language, touching, sexual assault etc
- Abuse in intimate relationships
- Bullying (physical, name calling, homophobic etc)
- Cyber bullying – technology can be used for bullying and other abusive behaviour (see ICT Acceptable Use Policy Incorporating E-Safety)
- Youth produced sexual imagery – popularly known as ‘Sexting’
- Prejudiced behaviour
- Radicalisation
- Teenage relationship abuse – this is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner
- Gang association and serious violence

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family; living with domestic violence young people in care; children who go missing; children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs. There is an increasing evidence base emerging on the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.



### **CHILDREN MISSING IN EDUCATION (CME)**

If no reason has been provided for an absence the N code will appear against the student's name on the register. Tutors must monitor this carefully and inform Progress Leaders if a student has been absent for 3 days with no reason provided (N code) as this is potentially a CME. Progress Leaders will then contact the parents/carers by telephone (the call will be recorded on parental contact form). Calls to other contacts from the student's details should also be made in order to establish the student's whereabouts if necessary i.e. no response is received from parents/carers. If contact is not made with the parents/carers or other contacts, a letter should be sent requesting parents/carers to contact school and provide a reason for the absence. ACE should also be contacted at this stage.

If the absence is still unexplained after 5 days a home visit should take place and ACE updated.

If there are still concerns about potential CME at this stage the local authority would be contacted regarding if a referral should be made (see appendix 10). If the advice is to monitor, the referral will then be made at a later stage but no later than 10 days.



## REFERENCE DOCUMENTS

[Keeping Children Safe in Education \(DfE 2018\)](#)

[Working Together to Safeguard Children \(DfE 2018\)](#)

[Warwickshire Safeguarding \(WS\) inter-agency Safeguarding Procedures](#)

Child Protection Record Keeping Guidance (WCC Education Safeguarding Service) – contained in the inter-agency safeguarding procedures above

[What to do if you are worried a child is being abused 2015](#)

For advice and support about any safeguarding matter in school or for information about a range of safeguarding training courses, please contact:

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/farrer--co-safeguarding-peer-on-peer-abuse-toolkit-2019.pdf>

Peer on peer abuse toolkit

Adrian Over  
Education Safeguarding Manager  
Tel: 01926 742525 (if unavailable, please e mail as below)  
[adrianover@warwickshire.gov.uk](mailto:adrianover@warwickshire.gov.uk)

Ann Seal  
Taking Care Manager  
Tel: 01926 742523  
[annseal@warwickshire.gov.uk](mailto:annseal@warwickshire.gov.uk)

Education Safeguarding Service  
Linda Fenn (Team Administrator) – 01926 742525; [lindafenn@warwickshire.gov.uk](mailto:lindafenn@warwickshire.gov.uk)  
Sophie Morley (Training Administrator) - 01926 74 2601;  
[sophiemorley@warwickshire.gov.uk](mailto:sophiemorley@warwickshire.gov.uk)

## Government Guidance Documents

[Child Sexual Exploitation \(CSE\)](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced Marriage](#)

[Private Fostering](#)



## Safeguarding children during Coronavirus (COVID-19)

### Context

This additional guidance is based on DfE advice published on 20<sup>th</sup> and 27<sup>th</sup> March 2020 – please see <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people> and <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This appendix addresses how the school will apply the safeguarding and child protection policy in order to safeguard all pupils/students during COVID-19. It applies both to the minority of children who are attending school and the majority who will be staying at home pending further government advice.

### Vulnerable children

From 20<sup>th</sup> March 2020 the government asked parents to keep their children at home, wherever possible, and asked schools to remain open only for those children who absolutely need to attend.

Children who absolutely need to attend are those children of workers critical to the COVID-19 response and children defined as vulnerable as follows:

- Children who have a social worker, including children who have a child protection plan and those who are looked after by the local authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989\*\*.
- Children and young people up to the age of 25 with education, health and care (EHC) plans\*.
- Other children who the Designated Safeguarding Lead considers to be vulnerable, including those children who may be in receipt of early help; were previously the subject of child protection or child in need plans; were previously looked after; or whose situation and wellbeing at home may become unsafe or insecure if they do not attend school.

\*The DSL will undertake a risk assessment in consultation with the local authority and parents/ carers to determine whether children with an EHC plan need to continue to be offered a school or college place in order to meet their needs or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

- \*\*It may also be necessary and appropriate to undertake a similar risk assessment in relation to children with social workers. However, the school will provide a place for any child with a social worker:
  - if the social worker requires a place to be provided; and
  - the child's parents/carers are willing to send the child to school; and
  - the child does not have an underlying health condition that puts them at increased risk.



In circumstances where the school considers a child to be vulnerable and eligible to attend school but a parent/carer does not want to bring their child to school, the DSL will explore the reasons for this directly with the parent/carer. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

NB eligibility for free school meals in and of itself will not be the determining factor in assessing vulnerability for these purposes.

In line with advice from Warwickshire County Council, the school will create and maintain an up-to-date register/database of all pupils/students who are considered vulnerable as above.

The register/database will contain the names and contact details of the child's parents/carers; other significant family members; social workers; family support workers; and any other key professionals including health professionals and youth justice workers. The register/database will be accessible to the designated safeguarding lead (DSL) and all deputy designated safeguarding leads including by secure access for DSLs who may need to self-isolate and/or work from home.

The school will assess the level of vulnerability of each pupil/student on the register/database using the RAG rating format as below. This will support the DSL to identify those children that need to be offered the opportunity to attend school (this must include all children with a social worker), those that can be supported by regular contact from a DSL and those whose attendance might be inconsistent and who may therefore need additional contact and support.

The RAG rating criteria are:

Red - most at risk of harm or neglect (will include all children subject of a child protection plan); and all children who are looked after

Amber - a moderate risk of harm, but with some protective factors (will include those with a Child in Need plan and/or being supported by a family support worker)

Green - some concerns or unmet needs; or have been red or amber and need monitoring.

Every child on the vulnerable children register/database will be allocated to a named DSL who will be responsible for ensuring that the identified level of support and contact is provided.

DSLs will record all contacts and outcomes with vulnerable children and their families in the usual way so that those records are visible to colleague DSLs and can be reviewed in regular DSL meetings.



### **Attendance monitoring**

If the school has any eligible children in attendance, the daily attendance sheet will be submitted to the DfE by 12 .00pm using the pro forma:

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, the return will be submitted once as required by the DfE.

For any child eligible to attend school who does not attend, the school will follow the normal absence management procedure. As a minimum, a text message will be sent home in relation to each eligible on each day of absence. If the DSL is concerned about the child's level of vulnerability, a decision will be made about whether a home visit is appropriate or if a phone call will suffice; and the necessary frequency of such contact for each day of absence

In relation to **all children subject of child protection plans and who are looked after** who do not attend school, the DSL or designated teacher for children who are looked after will **liaise closely with Children's Social Care**. A shared decision may be made that as long as one practitioner has seen the child, that will suffice as a safe and well check, but the DSL will log any such decision and all home visits undertaken.

In any event, **the social worker must be informed about any child subject of a child protection plan, child in need plan or who is looked after who does not attend school on the first and (subject to the agreement reached with the social worker) each subsequent day of absence.**

For each child identified as vulnerable but who the DSL considers can be safely cared for at home (NB this will not include any child with a child protection plan, child in need plan or who is looked after without written agreement with the child's social worker), the DSL will identify the nature and frequency of contact the child will need to reassure the DSL of their safety and wellbeing. This might include phone calls, text contact, Skype or home visits.

### **Home visits**

Any home visit must be risk assessed. If agreed that a home visit is necessary, it should be undertaken by two members of staff.

It is unlikely that home visits will be frequent. If they are undertaken, they will be subject of a risk assessment based on the following guidelines:

- 1) The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
- 2) Home visits will be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/ vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.
- 3) The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child through a window.
- 4) Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.



- 5) Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
- 6) Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the recommended social distance of 2 metres.
- 7) However, if undertaking a home visit, staff must actually see the child.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

All school policies including the child protection, staff behaviour and ICT acceptable use policies must be followed at all times both in face to face and electronic communication with pupils and parents/carers. No staff member should use their own ICT or telephone equipment; or private message children; or video conference with a child directly other than via school-owned equipment subject to parental agreement as above.

Where concerns for a child at home reach the threshold for significant harm, a referral must be made to Children's Social Care/Police as per normal safeguarding procedures. For that reason, all DSLs must have access to MASH and other key agency phone numbers and children's details even when working from home.

### **Designated Safeguarding Lead (DSL)**

The DSL and Deputy DSLs are as named in the main policy.

Wherever possible, the DSL or a deputy DSL will be available on site at all times the school is open. In the event that this is not possible (every effort will be made to ensure that such occasions are rare), the DSL or a deputy DSL will be readily accessible via telephone or online video contact, e.g. when working from home. All staff will be provided with contact details in order to be able to contact a DSL without any difficulty and will be informed about which members of the DSL team are available on each day that the school is open.

Where it is not possible for the DSL (or deputy) to be on site, a senior leader will always be present and will assume responsibility for co-ordinating safeguarding on site, always with ready telephone/ online access to the DSL as above.

All DSLs will have remote access to the register/database of all vulnerable children and other safeguarding records when working off site.

The DSL team will meet weekly to discuss the welfare and status of each child on the register/ database of vulnerable children.

The DSL team will liaise with MASH, Social Care, family support workers and other key safeguarding partners as normal, whether working in school or working remotely. When working from home, DSLs will be accessible via access to their school Email account and should have use of a school-owned mobile telephone, the number of which should be shared with colleague DSLs, partners and the Education Safeguarding service.

The DSL team will continue to attend – either in person or virtually – child protection conferences; core group meetings; strategy meetings; child in need meetings; children who are looked after reviews; and early help meetings.



If the school closes and pupils need to attend another school in accordance with local/hub arrangements, the school will maintain its overarching responsibility for safeguarding the child. The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond to new/emerging concerns. The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether the DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

### **Reporting a concern**

All staff and volunteers continue to have a responsibility for safeguarding children and will report any safeguarding concerns about children to a DSL in the normal way as set out in the main policy.

Staff should have access to the normal safeguarding recording format (e.g. green forms, CPOMS) when working off site including when working from home.

Staff and volunteers are reminded of the need to report any concern immediately and without delay.

In the unlikely event that a member of staff cannot access the normal safeguarding recording format (whether green forms, CPOMS or something else) remotely, they will contact the DSL via Email (cc to at least one other DSL and the headteacher) to inform them that they need to share a concern. This will ensure that the concern is received.

Where a member of staff or volunteer is concerned about the behaviour of an adult working with children in the school, they should inform the headteacher as normal using a yellow form. If the notification needs to be made when the reporting individual is offsite, this should be done verbally and followed up with an Email to the headteacher on the same working day.

As normal, any concerns about the headteacher should be reported to chair of governors.

### **Safeguarding training and induction**

The DfE recognises that DSL training is very unlikely to take place whilst the threat of the COVID-19 virus remains and government guidance in relation to large gatherings and social distancing is relaxed.

DfE guidance states that for the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL will communicate any new or revised safeguarding advice, guidance, requirements, arrangements or information in writing to all staff and volunteers.

Where new staff or volunteers are recruited, they will continue to be provided with a safeguarding induction.

If adults from another school or setting are redeployed to work at the school during the COVID-19 virus, the school will take into account DfE supplementary guidance and will accept portability of pre-employment checks as long as the current employer confirms in writing that:



- the individual has been subject to an enhanced DBS and children's Barred List check; and
- there are no known concerns about the individual's suitability to work with children; and
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, all such redeployed staff will be given a copy of the school's safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

### **Safer recruitment/volunteers and movement of staff**

The school will maintain its commitment to ensuring that only suitable people are given opportunities to work with children at the school. Any recruitment during COVID-19 will therefore be undertaken following the normal safer recruitment processes subject to the school's policy, local authority guidance and advice and Part 3 of *Keeping Children Safe in Education (DfE 2019) [KCSiE]*.

Safer recruitment principles also apply to the recruitment of volunteers, subject to *KCSiE*.

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers are in the school and that appropriate checks have been carried out, especially for anyone engaging in Regulated Activity. As such, the school will continue to maintain the single central record as outlined in *KCSiE*.

### **Online safety**

The school is committed as always to providing children with a safe environment in which to learn. That includes online learning. The online filtering (in relation to school-owned devices) and monitoring systems will be in operation as normal. The school is unable to filter activity on devices not owned by the school. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

Where pupils/students are using ICT equipment in school, appropriate supervision will be in place as normal.

### **Children and online safety away from school and college**

As above, all online lessons should be delivered by school staff in accordance with the school's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies.

The school will take account of guidance from DfE in relation to the planning and delivery of online learning when it is issued; as well as nationally recognised guidance including [\*guidance from the UK Safer Internet Centre on safe remote learning\*](#) and [\*London Grid for Learning on the use of videos and livestreaming\*](#).

Staff will always use school/service owned technology and accounts for the delivery of remote lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used. School leaders will randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

If staff need to deliver lessons/tutorials on a one-to-one basis or communicate with vulnerable children who are not attending school via video chat, they will speak to parents/carers before lessons commence and at the end of lessons before logging off.



The school will request and obtain written consent from parents/carers before staff communicate with children online.

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures. All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal way.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Below are other issues that staff need to take into account when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the school's ICT manager/co-ordinator for communication with pupils/students
- Staff should record the length, time, date and attendance of any sessions held.

The school recognises that school is a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the mental health of some pupils/students and/or their parents/carers.

All staff will maintain as awareness of those issues in communications with children and their parents/carers including when setting expectations of pupils' work when they are at home.

### **Supporting children not in school**

Any child on the school's register/database of vulnerable children who it has been decided does not need to attend school; cannot attend school due to a risk to their own health or the health of another member of their household; or whose parents/carers are unwilling to send them to school will have an identified plan of support that will be overseen by a named DSL and recorded on the child's safeguarding file.

The plan will include regular communication with the child's named social worker or family support worker where there is one. A record of all communications\* with the child, parents/carers and practitioners in partner agencies will be made on the child's safeguarding file (\*including telephone calls, Emails, other online communication, video conversations and virtual meetings).

The school will work closely with all stakeholders to maximise the effectiveness of any communication plan in order to safeguard the child.



This plan must be reviewed regularly (at least once per week) by the allocated DSL in discussion with at least one other member of the DSL team, using regular/planned DSL team meetings as appropriate.

The school will continue to share safeguarding messages on its website, social media pages and via newsletters.

### **Supporting children in school**

The school will continue to be a safe space for all children who attend during the COVID-19 virus. Whenever the school is open and to maximise safety, the headteacher will ensure that appropriate numbers of staff are on site and that staff to pupil ratio numbers are appropriate.

The school will ensure that government guidance for education and childcare settings in respect of social distancing and advice from Public Health England in respect of handwashing and other protective measures to limit the risk of spreading COVID19 is followed regularly and robustly.

All children attending school will be provided with appropriate emotional support, bespoke to their needs, assessed vulnerability and circumstances.

Where the school has concerns about the availability of critical staff to work in school – particularly members of the DSL team, SENCo, designated teacher for children who are looked after and first aiders – those concerns will be raised with the governing body without delay.

### **Peer on peer abuse**

The school recognises that a revised process for managing any report of peer on peer abuse and supporting victims may be required during the COVID-19 virus when only a relatively small number of children will be attending school.

Where the school receives a report of peer on peer abuse, it will follow the principles as set out in part 5 of KCSIE and as outlined in the main policy as closely as possible.

The school will listen and work with all children involved, their parents/carers and any multi-agency partner required to ensure the safety and security of alleged victims, alleged perpetrators and all other children attending the school.

Concerns and actions must be recorded on the child's safeguarding file and appropriate referrals made by the DSL.

### **Support from the local authority**

The Education Safeguarding service will be available as usual for advice and support via 079 6622 4286 or 01926 742525; or [adrianover@warwickshire.gov.uk](mailto:adrianover@warwickshire.gov.uk); and will also provide further updates and information from Warwickshire Safeguarding and the local authority as necessary and appropriate.